

---

Volume XXVII

APRIL 1941

Number 2

---

Bulletin  
of  
The American Association  
of  
University Professors

*Editor*

Ralph E. Himstead

*Editorial Committee*

Joseph Allen

William M. Hepburn

E. C. Kirkland

Louise Pound

*Publication Office:* 20th and Northampton Sts., Easton, Pa.

*Editorial Office:* 744 Jackson Place, Washington, D. C.

Issued bimonthly in February, April, June, October, and December. Subscription price (due and payable in advance) is \$3.00 a year, postage free. Foreign subscriptions (including Canada) are \$3.50 a year.

Entered as second-class matter, April 24, 1922, at the Post Office at Easton, Pa., under the Act of August 24, 1912. Acceptance for mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized on September 13, 1918.

---

## OFFICERS AND THE COUNCIL

### PRESIDENT

FREDERICK S. DEIBLER (*Economics*)      Northwestern University

### FIRST VICE-PRESIDENT

JOHN Q. STEWART (*Astronomy, Physics*)      Princeton University

### SECOND VICE-PRESIDENT

LAURA A. WHITE (*History*)      University of Wyoming

### GENERAL SECRETARY

RALPH E. HIMSTEAD (*Law*)      Washington Office

### ASSOCIATE SECRETARY

WILLIAM M. HEPBURN (*Law*)      Washington Office

### TREASURER

FLORENCE P. LEWIS (*Mathematics*)      Goucher College

### TERM MEMBERS

#### 1939-1941

BLANCHE H. DOW ( <i>French</i> )	Missouri State Teachers College (Northwest)
HORACE N. GILBERT ( <i>Economics</i> )	California Institute of Technology
HORACE M. GRAY ( <i>Economics</i> )	University of Illinois
CHARLES B. HALE ( <i>English</i> )	University of Maryland
VICTOR D. HILL ( <i>Classical Languages</i> )	Ohio University
H. M. HOSFORD ( <i>Mathematics</i> )	University of Arkansas
ERNEST F. LANGLEY ( <i>Romance Languages</i> )	Massachusetts Institute of Technology
EVERETT V. STONEQUIST ( <i>Sociology</i> )	Skidmore College
G. SAFFORD TORREY ( <i>Botany</i> )	University of Connecticut
EARL L. VANCE ( <i>Journalism</i> )	Florida State College for Women

#### 1940-1942

FRANK L. GRIFFIN ( <i>Mathematics</i> )	Reed College
FOWLER V. HARPER ( <i>Law</i> )	Indiana University
HELEN SARD HUGHES ( <i>English</i> )	Wellesley College
JOHN ISE ( <i>Economics</i> )	University of Kansas
G. W. MARTIN ( <i>Botany</i> )	State University of Iowa
ROY F. NICHOLS ( <i>History</i> )	University of Pennsylvania
H. L. OSTERUD ( <i>Anatomy</i> )	Medical College of Virginia
HARALD S. PATTON ( <i>Economics</i> )	Michigan State College
HORATIO SMITH ( <i>French</i> )	Columbia University
MARIE J. WEISS ( <i>Mathematics</i> )	Tulane University of Louisiana

#### 1941-1943

WILLIAM A. BROWNELL ( <i>Educational Psychology</i> )	Duke University
JEWELL HUGHES BUSHEY ( <i>Mathematics</i> )	Hunter College
CHARLOTTE D'EVELYN ( <i>English</i> )	Mount Holyoke College
CHARLES L. JAMISON ( <i>Business Administration</i> )	University of Michigan
JOHN A. KINNEMAN ( <i>Sociology</i> )	Illinois State Normal University
ETHEL SABIN-SMITH ( <i>Psychology, Philosophy</i> )	Mills College
STANLEY S. SWARTLEY ( <i>English</i> )	Allegheny College
JOHN A. VIEG ( <i>Government</i> )	Iowa State College
PAUL W. WARD ( <i>Philosophy</i> )	Syracuse University
E. J. WORKMAN ( <i>Physics</i> )	University of New Mexico

### EX-PRESIDENTS

S. A. MITCHELL ( <i>Astronomy</i> )	University of Virginia
A. J. CARLSON ( <i>Physiology</i> )	University of Chicago
MARK H. INGRAHAM ( <i>Mathematics</i> )	University of Wisconsin



## CONTENTS

PLACE AND FUNCTION OF FACULTIES IN COLLEGE AND UNIVERSITY GOVERNMENT	
Report of Committee T, <i>Paul W. Ward</i> , Chairman.....	155
Symposium on College and University Government	
Faculty Participation in the Government of Antioch College, <i>A. D. Henderson</i> .....	178
The Executive Committee System at the University of Illinois, <i>William A. Oldfather</i> .....	188
PROBLEMS IN THE PREPARATION OF COLLEGE AND UNIVERSITY TEACHERS, <i>Ernest V. Hollis</i> .....	
206	
ENROLLMENT AND ETHICS, <i>Meribeth E. Cameron</i> .....	213
THE UNIVERSITY AND THE WORLD SITUATION, <i>R. A. Kent</i> ..	219
WHAT THE PAST DECADE HAS TAUGHT US, <i>C. C. Eckhardt</i> ..	232
FROM THE ANNUAL REPORT OF THE GENERAL SECRETARY..	238
ASSOCIATION NEWS	
Relations of the Association with Other Organizations....	243
Concerning the Hatch Act.....	244
Reduced Postage Rates on Books.....	246
Corrections.....	246
Regional Meetings.....	247
Chapter Activities.....	248
Representatives.....	250
CENSURED ADMINISTRATIONS.....	251
REVIEWS	
The American Colleges and the Social Order, <i>Robert L. Kelly</i> .....	252
The Purposes of Church-Related Colleges, <i>Leslie Karr Patton</i> .....	253
The Background for College Teaching, <i>Luella Cole</i> .....	255
The Curriculum of Modern Education, <i>Franklin Bobbitt</i> ; and The Curriculum of the Common School, <i>Henry Morrison</i> .....	258

CONTRIBUTORS.....	262
COUNCIL RECORD.....	263
MEMBERSHIP.....	274
ACADEMIC VACANCIES AND TEACHERS AVAILABLE.....	283

Contents of previous issues of the *Bulletin* of the American Association of University Professors may be found by consulting the EDUCATION INDEX.

## **PLACE AND FUNCTION OF FACULTIES IN COLLEGE AND UNIVERSITY GOVERNMENT**

### **COMMITTEE REPORT AND SYMPOSIUM**

At the third session of the Twenty-seventh Annual Meeting of the Association held in Chicago, Illinois, on December 30 and 31, 1940, there were presented a report of Committee T on Place and Function of Faculties in College and University Government and a symposium and forum on this subject.

The report for the Committee was given by its Chairman, Professor Paul W. Ward of Syracuse University. Papers in the symposium were presented by Dr. A. D. Henderson, President of Antioch College, and Professor W. A. Oldfather, of the University of Illinois. Members and delegates participated in an informal discussion which followed the symposium.

### **REPORT OF COMMITTEE T**

This report of Committee T on Place and Function of Faculties in College and University Government falls into four divisions: I. Further researches of the Committee; II. Suggestions of the Committee; III. Continuing recommendations of the Committee; and IV. Conclusion.

#### **I. Further Researches of the Committee**

At the 1939 Annual Meeting in New Orleans, Committee T on Place and Function of Faculties in College and University Government reported on the progress made during the preceding year in its inquiry concerning faculty participation in the government of higher education.<sup>1</sup> A statistical summary with graphs based on five modal points of the replies from 177 institutions was presented; a description was given of the methods and techniques

<sup>1</sup> See April, 1940 *Bulletin*, pp. 171-189.

Revised Statistical Summary of Committee T

- \*A 1. DEFINITE PLAN FOR EXCHANGE OF OPINION WITH TRUSTEES? 2. TYPE? Confer. Com. 20 Fac.-Bd. joint cons. 23 Fac. rep. on Bd. 3: voting 1 non-voting 2
3. IF NOT, WHAT CONTACTS DO TAKE PLACE? None 32 Social only 57 Intermittent or improvised 38
- †B 1. IS FACULTY CONSULTED IN CHOICE OF NEW PRESIDENT? 2. TYPE? No 148 Yes 60
- \*3. IS FACULTY CONSULTED IN APPOINTMENTS, PROMOTIONS, AND DISMISSALS? HOW? No 53 Depts. through head only 123 By depl. com. 17 By fac. com. 50 By both fac. and dept. 19
4. DO YOU HAVE FORMAL CONTRACTS? 5. REPLACED? 6. WHAT OFFICERS SIGN APPOINTMENTS OR MAKE THEM? No 115 Yes 95 Pres. 140 Dean 20 Bd. sec. or treas. 53 Dept. (or div.) head 9
- \*C 1. HOW ARE YOUR DEANS SELECTED? Appd. by Pres. & Bd. without consult. 158 After inform. consult. 36 After panel or formal consult. 25 Elect. 6
2. WHAT IS THE TENURE OF DEANS? Indef. 158 1 yr. 24 2 yrs. 3 3 yrs. 7 Initial appt., then indef. 6 Rotate after 5 yrs. 1
3. DUTIES AND POWERS OF DEANS? Ext. of Pres. office 154 Merely presiding officer 1 Variable 6
- \*D 1. FACULTY CONSULTED IN MAKING BUDGET? Dept., re all needs incl. per., and equipment 24 Through fac. com. re dept. needs 8 Through fac. com. re dept. budgets and gen. budget 25 Through fac. com. re gen. budget 9
- E 1. GENERAL FACULTY? 2. HOW CONSTITUTED? No 27 Yes 195 Full profs. only 5 All above instructors 18 All ranks 133 Same as gen. fac. 22 Divergent 6
4. LEGISLATIVE POWERS OF FACULTY? 5. FACULTY CONTROL OVER COMMITTEES? No 42 Ed. only 149 Ed. & budg. & per. 13 Fac. elects some appointing officer(s) 33 Fac. elects all or elects appointing officer(s) 33
6. SENATE? HOW SELECTED? Appd. from panel, Some elected, others ex officio 1 others ex off. 39 All elected 11 Ed. only 22 Also budget and per. 13
7. EXEC. COMMITTEE OF SENATE? HOW SELECTED? Appd. or ex officio 10 Partly elected, others ex officio 11 Elected by Senate 4 Ed. only 2 Also budget and per. 6
- \*F 1. DEPARTMENTAL EXECUTIVES? Appd. 177 Appd. from panel or after formal consult. 19 Elect. 21 Rotate 20 Various 5 2. DEPARTMENTAL ORGANIZATION? Head determines 38 Head consults 22 Dept. exec. com. 7 Various 57
3. DIVISIONAL ORGANIZATION? No 123 Yes 81 Formal or nominal only 34 Coordinates 30
- G. PROPORTIONAL REPRESENTATION? H. CHANGES DESIRED BY FACULTY? No 165 Yes 19 No 59 Yes 80 Do not know 21 More dem. form 46
- I. SELF GOVERNMENT BY FACULTY? More 99 Less 25 No trend 48

\* These points used in making 5-point scale.  
† This point added for 6-point scale.  
‡ This point added for 7-point scale and 28-point scale.

used by the Committee and of the difficulties it was encountering in securing unambiguous data from the questionnaire Form 2. The modal usage on six important points in college and university government was indicated as defining in outline the typical character of the latter. A statistical résumé of the data on senates and other important aspects of college and university government was given and a brief discussion indicated items of future interest, both further possible statistical work which might be done on the data in hand and new data which might be brought within the scope of the Committee's activity. The Committee concluded its report by reiterating its opinion that responsibility should be carefully organized and safeguarded in educational institutions at every point at which important decisions are made; it promised such further report as the progress of its inquiry and the demands of the profession might warrant; and suggested that a further checking of the data in its possession would probably be undertaken as a subsequent part of its procedure. A symposium, organized by the Committee, followed the report.

Between the time of the 1939 Annual Meeting and the date of the publication of the report, certain group studies were made of 29 state universities, 20 women's colleges, 14 engineering colleges, 23 teachers colleges, six endowed graduate universities, the six "most democratic" state universities, and the six "least democratic" state universities. Percentages of the usage which were above and below the mode in these various groups, were graphically presented on charts. The charts, with a summary of the inferences which they suggested, constituting a short additional study of the direction and degree of deviation from the mode both of the total group and of these special groups of institutions, were printed as an addendum to the report of the Committee in the April, 1940 *Bulletin*.

#### *Form 3 and Form 4*

By March 4, 1940 replies to Form 2 (the original questionnaire of October, 1938) had been received to the number of 188. On that date the Committee sent to all chapters which had not replied a letter requesting them to give the reasons for their failure to

reply. A form was included, designated as Form 3, which listed ten possible answers for checking. The replies to Form 3 indicated that the chief reasons for failure to reply were: (1) neglect because of incidental matters, and (2) changes of procedure which were in progress and which made an accurate report impossible. Ten chapters gave the latter as reason for their failure to reply. Occasionally chapters reported that Form 2 had been misplaced, or lost, and new copies were then sent to them. Some chapters were newly organized, and received Form 2 for the first time; others had become inactive in the interim. A few chapter officers indicated that "for fear of academic reprisals" they did not take up the matter of replying to Form 2 in their local chapters. The net result of Form 3, however, was to bring in more replies to Form 2, the original questionnaire. By April 10, 1940 replies to Form 2 had been received from 204 chapters.

In April the Committee mailed to each replying chapter the tabulation sheets made for the specific institution from the Form 2 reply; another form, Form 4, went with this sheet, asking the chapter secretary and president to recheck carefully every item in the light of the description of the procedures and the definitions given by the Committee in its report in the April, 1940 *Bulletin*. The release of these materials to the chapters was timed to coincide with the mailing of the April *Bulletin* so that the maximum amount of both knowledge and interest could be brought to bear upon the rechecking of the classification of procedures on the tabulation sheets. State schools were asked specifically to send in the tenure regulations, if any, of their boards of control, in case they had not already done so.

On May 22 the General Secretary urged in a chapter letter that all replies to the Committee's requests for information and for documents be made by June 15.

Up to the end of May additional Form 2 replies received were tabulated immediately and the tabulation sheets sent back to the chapter officers for rechecking. By May 24 replies to Form 2 had been received from 211 institutions and 127 rechecked tabulation sheets had been returned with Form 4. After June 1 of 1940 the return of the tabulation sheets to the chapter officers for rechecking and the use of Form 4 were discontinued.



### *A Revised Statistical Summary*

The Committee presents with this report a revised statistical summary of the results of the inquiry. This includes all Form 2 replies received up to December 14, 1940, a total of 228; of this number, 169 of the tabulation sheets have been rechecked and returned by the chapter officers.

The net result of the procedure of rechecking has been to gain further accuracy regarding the details of local procedures and to secure new information concerning alterations which had taken place in specific institutions during the academic year 1939-1940. Twenty-four of the 29 major changes made on the tabulation sheets by December 14 were in the direction of more faculty participation in college and university government and five were in the other direction. Several of the latter were made in the scoring of  $A_2$ , in which, in the absence of the formal documents, two institutions had been scored as having faculty representation on boards of control when, in fact, a conference committee at the level of the board executive committee existed. Several other institutions reported faculty members as also board members; these had seemed in some cases to be instances of faculty representation on boards of control. It turned out on further analysis, however, that it would have been just as accurate to characterize them as board representation on faculties, and most accurate of all to characterize them as neither. All of them seem to be accidental and incidental overlappings of membership with no prescriptive bases in the organic laws of the specific institutions. Two of this last group of institutions are now tabulated as "no" under  $A_1$ , and a third retains a "yes" tabulation as the result of its possessing a conference committee entirely independent of the accidental overlapping of board and faculty personnel to which reference has been made. The Committee mentions this change of scoring for two reasons: (1) with tabulations so few in number under the heading "faculty representation on boards of control" the alterations of scoring involve a large percentage of change, and are therefore conspicuous enough to warrant explanation; and (2) these changes in the direction of less faculty participation were alterations in *tabulation* and not in *usage*. There were 24 major alterations in tabulation and usage, as indicated, in the direction of more faculty participa-



tion in university government. Conspicuous recent examples of procedural change are a state university in the South and a state university in the Rocky Mountain area which report significant alteration of usages since our inquiry began. The inference suggested by the procedures of rechecking is supported, of course, by the replies under I of the statistical summary, in which 99 committees report that, in their opinion, more self-government is being exercised by faculties, as contrasted to 25 scoring less. It is a legitimate inference, on the basis of the rechecking of these tabulation sheets, that, among the 169 institutions rechecked, a slow liberalizing of procedures has been taking place. Further subsequent study might enable the Committee to verify this inference.

In the rechecking process some differences of opinion among replying officers were resolved. Even new ambiguities emerged. For example, "proportional representation" may also mean representation in direct proportion to the numbers in each rank of a faculty (instructors, assistant professors, etc.) in addition to having the other meanings referred to in our previous report: (1) proportionate representation by subject-matters or fields, and (2) a preferential balloting system which automatically defines minorities and weights their representation. For the most part, however, the tabulation sheets were returned either unaltered or with minor additions.

The modal usage remains as outstanding as before. On the six points which were employed in defining typical college and university government in the previous report, and in the charts of the addendum to the report, the modal usage is as follows:

- A<sub>1</sub>. No definite plan for exchange of opinion between faculty and boards of control.
- B<sub>1</sub>. No consultation by boards of control with faculty in the choice of a new president.
- B<sub>2</sub>. Consultation with faculty on appointments, promotions, and dismissals through department heads or chairmen.
- C<sub>1</sub>. No consultation with faculty by officers appointing deans.
- D<sub>1</sub>. Consultation with faculty concerning departmental budget-

ary needs, including personnel, through departmental heads or chairmen.

- F<sub>1</sub>. No consultation with faculty by officers appointing departmental heads or chairmen.

The Committee believes that the larger sampling presented in this report, and the rechecking which has been carried on, make this summary even more significant than that of last year. Assuming that possible errors both of reporting and of interpretations would cancel themselves, this statistical summary presents, in outline form, the pattern of the internal organization of the institutions of higher learning at which there are chapters of this Association in 1940. While recognizing the fluidity, relativity, and ambiguity of such social data, the Committee is of the opinion that, as a result of its procedure of reporting and rechecking, the information it possesses concerning faculty participation in college and university government is as accurate as possibly could be gathered within the limits of such an inquiry.

### *The Formal Documents*

The formal documents sent by chapters for the files of Committee T reached on July 1, 1940 a total of 332, distributed as follows:

<i>A. Enabling Legal Enactments . . . . .</i>	95
1. Charters	
2. State Educational Laws (in State statutes)	
3. Articles of Incorporation	
<i>B. Official Statements of Organization and Procedure by     Boards of Control . . . . .</i>	95
1. By-Laws of Boards of Control	
2. Constitutions of the College (Boards of Control)	
3. Statutes of the Corporation	
4. Rules and Regulations of Board	
<i>C. Faculty Legislation . . . . .</i>	26
1. By-Laws of Faculty	
2. Faculty Constitution	
3. Statute of Instruction (or Faculty Statutes)	
<i>D. Proposed Legislation of Faculty or Board of Control     (not prescriptive) . . . . .</i>	22
1. Proposed faculty constitutions	
2. Specific faculty recommendations	

3. A. A. U. P. chapter resolutions and recommendations	
<i>E. Miscellaneous Documents</i> . . . . .	94
1. Historical articles	
2. Descriptive articles, or reprints of articles	
3. Specific by-laws of Board or Faculty, new or revised (prescriptive)	
4. Any parts and fragments of documents which when entire would come under A, B, or C	
	<hr/> TOTAL 332

### *A Faculty Self-Government Index*

The addendum to the report of last year was a short study of the degree of faculty self-government exhibited by samplings of several kinds of institutions as this revealed itself in the percentages of the several groups which were above or below the modal usage. The addendum closed with a comparison of a sampling of six large privately supported graduate universities with the six state universities reported as possessing the most faculty self-government. The data indicated that the latter, as a group, exhibited conspicuously more faculty self-government in their internal organization than did the former.

It had also occurred to the Committee to turn the question around. Instead of asking how much faculty self-government is displayed at certain points by certain given kinds of institutions, why should it not ask what kind of institution displays maximum faculty self-government? Are the institutions which display conspicuous degrees of faculty self-government of any specific and identifiable kind?

In an effort to answer this, the six institutions, the graph lines of which were most displaced toward the right on the tabulation sheet, indicating a relatively high degree of faculty self-government, were selected from the total group. Of these six, the usages of which as a group were 100 per cent above the mode on each of the five questions used in constructing the graphs of last year, one was a state university. Another of the six was a women's college. Five of the six were privately controlled institutions. The largest of the five private schools had a registration in 1938-1939 of 1860 students; the smallest had 530 students in that year. All of these

institutions were primarily liberal arts colleges. The state university was a large institution with 15 schools and colleges and more than 14,000 students. The group of "most democratic" (and presumably "least democratic" also), so far as faculty self-government was concerned, was not found to be in 1-to-1 correspondence with any *kind* of school, so far as size, sex of students, or auspices (private or public) were concerned.

This inference from the data was not presented in the addendum of the report of last year both for lack of time and because changes were in progress in one of the institutions involved. But the attempt to segregate accurately the group of "most democratic" institutions suggested the desirability of affixing a numerical value to the graphs which had been drawn on each of the tabulation sheets, thus converting them into a rating device of the traditional variety. A single number might be used to indicate the degree of faculty self-government present in the specific institution; the segregation of groups in terms of the various amounts of self-government would become possible, and the scores themselves could be graphed.

Each institution was rated, therefore, by subtracting the number of points at which its usages were below the mode from the number at which they were above the mode. This was done first in terms of the five questions used on the tabulation sheets and on the statistical summary presented last year. (See footnote to statistical summary.) The 211 replies in the possession of the Committee last spring were first employed for this purpose. A scoring sheet marked with the graph of modal usage was devised to facilitate the scoring; a rating scale ranging from  $-2$  to  $+5$  resulted. Then a sixth question, that dealing with faculty consultation in the choice of a new president, was added and the scale thereby extended to  $+6$ . (See the six points defining typical usage above in this report.) The scoring sheet was modified to include this as an additional item and the institutions were rated again on this new scale. Where multiple scoring appeared on the tabulation sheet, everything else being equal, the larger or largest amount of faculty self-government was counted. Compensative scoring was used where it seemed necessary.

It should be observed that a 0 score on such a scale may mean strictly modal usage at all points, or one score above and one be-

low, with the others modal. There was no institution which had two scores above and two below. There was one institution on the six-point scale, with four above, one below, and one score on the mode; this was the widest deviation displayed by the usages of any one institution. On the six-point scale the weighted average scores, as groups, of the types of institutions treated in the addendum to the 1939 report were as follows (with the additional institutions included):

211 total institutions	+ .739
22 women's colleges	+1.454
18 engineering colleges	+ .444
30 teachers colleges	- .933
35 state universities	+1.228
6 private graduate universities	+2.833
6 most democratic state universities	+4.166
6 least democratic state universities	-1.166

These figures confirm the character of these groups as revealed in the treatment given them in the addendum of the 1939 report. Indeed they merely state, in terms of group deviations on this new institutional rating scale, the same data (with additions) presented in the addendum of the 1939 report as percentage deviations from the mode displayed, by the given groups of institutions, on the various questions subsequently used to construct the rating scale.

### *Using the Rating Scales*

The ratings of this total number of 211 reporting institutions on both the five-point and six-point scales were then graphed for further study. The curve of the graphed index numbers of the institutions on the five-point scale was roughly (from +5 to 0) the shape of the right side of a normal bell-shaped curve. There was a definite slump at the left of the curve. When rechecked with a total of 217, the five-point scale persisted in suggesting the so-called "normal" curve. (See five-point scale chart on page 174.)

The six-point scale, however, yielded a progressively accelerating curve (from +6 to 0), and would have presented a perfect reversed J form but for the sharp decline, at the left side of the -1 and -2 scores. When checked subsequently with a total of 221 institu-

tions the form was slightly modified. (See six-point scale on page 175.)

The Committee was impressed by the truncated character of the left side of both these curves. Did the fact that the reporting institutions possessed chapters of this Association, which can exist only at accredited institutions (or those which had been accredited), operate to eliminate certain types of data? The data of the Committee on May 24 were from 211 institutions of accredited grade. The following numbers of institutions of higher learning existed in this country in the spring of this year, according to the U. S. Office of Education:<sup>1</sup>

Colleges and universities	673
Professional schools	256
Teachers colleges	169
Normal schools	58
Junior colleges	435
Negro institutions	108

---

TOTAL 1699

Approximately half of these institutions had been given an accredited status of some sort, including "Class B" and "Provisional," by the seven national and regional accrediting associations. The data of the Committee were selected, in other words, by circumstances beyond the latter's control, from institutions of a generally superior grade. But do accredited institutions have more faculty self-government than do non-accredited institutions? Did the modal usage defined in the Committee's report, in other words, involve more faculty self-government than an adequate sampling of all institutions would have displayed?

The Committee's belief that it had been reporting on a select group of institutions of higher learning implied that a more adequate sampling, including unaccredited institutions, would bring in larger amounts of new data on the left of the curve than at any other point or points on the graphs. In an effort to answer some of the questions occurring in this connection the Committee

<sup>1</sup> *Educational Directory*, 1940, Part III (Bulletin, 1940, No. 1), p. 7.



expanded the faculty self-government index into a seven-point scale, taking in  $E_5$ , the question concerning control over committees, which is above reproach as a differentia of responsible self-government on the part of deliberative groups. When constructed, the seven-point scale (from +7 to 0) suggested a reversed J, but the curve was less regular than that of the six-point scale. The character of this curve persisted when checked at a total of 219 institutions. (See seven-point scale on page 176.) The Committee wishes to express here merely the suspicion that a more adequate sampling of all institutions of higher learning would indicate that it has been studying a selected group of superior accredited institutions.

### *The Twenty-eight Point Scale*

The arbitrary character of the procedures of the Committee has been fully realized by it. The data have been made significant partly by the things which have been done to them, when these procedures have served either to reveal unsuspected characteristics or to enhance features already suspected. Assuming this, the Committee decided to make another scale of a more refined sort, and to set it up with "no participation" as 0 rather than to use the modal usage as the base of the scale. This deliberately changed many of the factors of the three previous scales; modal usage was disregarded, and degrees above "no participation" were graded on five of the questions.

The seven points of the seven-point scale were used with a maximum score of four possible on each question.  $A_1$  and  $B_1$  were either 0 or 4, for "no" and "yes."  $B_2$  was scored 0, 1, 2, 3, 4;  $C_1$  was scored 0, 1, 2, 4;  $D_1$  was scored 0, 1, 2, 3, 4, 4.  $E_2$  was scored 0, 2, 4; and  $F_1$  was scored 0, 2, 4. Each of the 228 institutions was then given a rating in terms of the number of points scored. These were put on a chart first in the form of a scattergraph. Including 0 there were 29 positions. Somewhat different curves could be obtained by graphing the data of the scattergraph in various ways: (1) in a series of groups of three columns together, (2) in a series composed of a group of five columns followed by groups of four, and (3) in a series of fours with a concluding group



of five. This again illustrated the arbitrary character of the procedures, and the Committee thought it better to do as little as possible at this point. The graph of the twenty-eight point scale presented herewith represents merely the entries on the scattergraph in terms of altitudes above the base line (see page 177).

This is the most inclusive and exhaustive analysis of the data as yet made by the Committee. It verifies its earlier work on smaller samplings. Notice the way in which the mode of the statistical summary emerges at position number 3. An irregular curve is again suggested, truncated at the left.

The institutions scoring the highest on this scale are as follows:

- 26—1 liberal arts college (primarily), 1860 students and 190 faculty
- 24—2 municipal colleges, one with 6200 students and 348 faculty, another of unreported size
  - 1 state university with 14,000 students and 1904 faculty
  - 1 small liberal arts college, 530 students and 35 faculty
- 23—1 state university, 4100 students and 370 faculty
  - 1 liberal arts college, 746 students and 70 faculty
  - 2 women's colleges, 1526 students and 177 faculty
    - 1231 students and 179 faculty
- 22—1 state university, 11,416 students and 1742 faculty
  - 1 municipal college, 31,786 students and 1615 faculty
- 21—1 liberal arts college, 751 students and 97 faculty

Totals: 6 publicly supported institutions (3 state universities and 3 municipal colleges)  
 6 privately supported institutions (the largest with 1800 students), two of them women's colleges

The thirteen institutions scoring 0 on the twenty-eight point scale were as follows:

- 5 church-controlled colleges (one a women's college)
- 4 teachers colleges
- 2 state universities
- 1 state women's college
- 1 state negro college

Totals: 8 publicly supported and 5 ecclesiastically controlled institutions

### *Summary*

The Committee wishes to summarize its report up to this point:

1. Further study has verified the statements made by the Committee in its report of 1939 concerning both the modal usages in college and university government and the group deviations from these exhibited by selected kinds of institutions.

2. The twelve institutions displaying the largest amounts of faculty self-government on the most detailed scale of the Committee are of no single kind; large public universities and small private liberal arts institutions predominate. No teachers college, technical school, or church institution is among them. Among the thirteen institutions displaying a minimum of faculty self-government the most significant groups are: five church-controlled institutions and four teachers colleges.

3. The results of the procedures of rechecking the replies to Form 2 imply that, among the 169 institutions which have been rechecked, a slow liberalizing of procedures is in progress.

4. The statistical data and the fact that all of the 228 replying institutions are (or had been) accredited by some one of the regional, national, or membership accrediting associations combine to suggest that the extension of the inquiry to other institutions, particularly to unaccredited institutions, probably would bring in data involving less faculty participation in college and university government than that exhibited by the 228 institutions now in the files of the Committee.

### II. Suggestions of the Committee

Accrediting educational associations have not emphasized the criterion of faculty participation in college and university government in their activities, although at least one of the seven regional agencies has considered the use of faculty committees as important. The North Central Association of Colleges and Secondary Schools, in the statement of policy by its Commission on Institutions of Higher Education,<sup>1</sup> says:

Under faculty organization consideration will be given to the number of the faculty in ratio to the number of students, to repre-

<sup>1</sup> U. S. Department of the Interior, Office of Education, Bulletin, 1938, No. 16, *Accredited Higher Institutions 1938*, page 29. (Emphasis supplied.)

sentation of the teaching fields, to the training of instructors in their fields of instruction, to *group organization of the faculty, to faculty meetings, and to faculty committees.*

Under the satisfactory working conditions consideration will be given to the following: Salary status; tenure; instructional load; recruiting, selection, and appointment; aids to faculty growth; and provisions for leaves of absence, retirement; insurance, housing, and recreation and community life.

Committee T wishes to suggest that the modal usage of the 228 institutions, as given in the revised statistical summary, represents a standard which could be utilized negatively by the accrediting associations as a *minimum* required of all institutions seeking a rating by them. This would serve the double purpose of facilitating the business of accrediting and of giving unaccredited institutions another specific objective toward which to aim. All the -1 and -2 institutions of the earlier scales of the Committee's inquiry, which are in effect near-dictatorships and dictatorships, have been accredited by one or more of the seven national or regional accrediting associations. So far as these institutions are concerned, the use of the mode as a minimum requirement, inadequate though it be, would have a tonic effect upon the government of higher education. The Committee recommends that accrediting associations incorporate the use of this criterion in their procedures.

By this suggestion the Committee does not mean to imply that the responsibility for proper procedures does not lie in the local institution; rather it means to insist that this responsibility be more generally recognized.

As a preface to the use of faculty participation in college and university government as a criterion for accrediting, the accrediting associations, national, and regional, and the membership associations, might well make an inquiry into the internal organization and procedures of unaccredited institutions, not only of those petitioning them but of others also. The Committee wishes explicitly to recommend that some educational agency or agencies undertake the study of the internal organization of those unaccredited institutions which are beyond the reach of the procedures of this present inquiry. This would check its inference that the unaccredited institutions have less faculty self-government than have the accredited institutions.

In this connection the Committee wishes to add that its methods and techniques should be checked by further use. Other points of reference might be discovered which would prove to be essential or at least preferable to some which it has utilized; the present inquiry has employed the same general frame of reference outlined by the original Committee twenty-two years ago, which has appeared to be adequate in every respect.

The Committee wishes to request that the chapters continue to notify the Washington office of changes in procedure. It is of the opinion that a systematic check-up of all institutions in the files at regular intervals would be a desirable means of verifying its inference, derived from the recheck of this year, that a slow liberalizing of procedures is taking place. It might turn out merely that the changes in usage in the direction of faculty self-government are reported to the Committee, while the others are not. It should be ascertained whether or not this is the case. The sampling of changes is small.

As the general social disturbance occasioned in this country by the war conditions throughout the world increases in intensity, as it bids fair to do, the fear will become unavoidable that changes in the direction of less faculty participation will take place. This possibility should be carefully watched and might justify an earlier recheck than otherwise might prove desirable in terms of a long-time program for the Committee. The Committee is of the opinion that steady attention should be paid by this Association to developments in this field.

### III. Continuing Recommendations of the Committee

In adopting the report concerning the first inquiry of Committee T in 1920 this Association advocated certain types of procedure which have become recognized as desirable usage in college and university government. These have been reasserted at various intervals by the Committee. It is fitting that they be repeated at this juncture. The following summary is quoted from the report of Committee T at Indianapolis, December 31, 1937 (see February, 1938 *Bulletin*, pp. 141-142):

I. There ought to be a close understanding between the faculty and the board of trustees and to this end agencies other than the president are required for joint conference between the two bodies.

II. The general faculty should participate with the trustees in the nomination of a president, and the faculty of a school or division should have a voice in selecting the dean who presides over that school.

III. Administrative officers should have the advice of representative faculty committees in matters of educational policy, and specifically in matters touching appointments, promotions, and dismissals, and in making budgets.

IV. The faculty of the university at large or its authorized representatives, and the faculty of each college in the university, should have ultimate legislative power over educational policies within the jurisdiction of that faculty, and should control its own organization and its committees.

V. The departments of instruction, however organized, should be consultative bodies and should exercise what is in effect a collective authority over the teaching and research under their jurisdiction.

In repeating these principles the Committee wishes to emphasize the desirability of formal as contrasted to informal procedures. The formal keeping of minutes, for example, builds up an exact record of decisions made and funds the experience of the group concerned. It aids definitely in directing the formation of intelligent policy. A clear record of what has been done is the vital preface to the proper selection of the next step in policy by any deliberative group. Its absence is an embarrassment to the impersonality and reality of the collective deliberations which may defeat the whole purpose of democratic procedures. Policies grow out of traditions, and precise policies can emerge only from precise procedures operated by men who know precisely and completely the circumstances of the situation in which their deliberation takes place. Even the best procedures, like any other technical invention, cannot operate successfully in a fog of indefiniteness. The future is always to some degree opaque; all policies involve some risks. These can be minimized only by keeping present procedures carefully in focus, implemented precisely by a record of such commitments as have been made previously and by

exact knowledge of relevant changes which have taken place. Statesmanship, educational and otherwise, develops only from the concise, cumulative, collective consultation of enlightened men. The desirability of precision in procedures, in voting, in the keeping of available records, in the regularity of meetings, cannot be overemphasized as a means of fixating responsibility and thereby carrying on successfully the activities of any deliberative social organization. The utility of formal written statements of procedures in this connection is obvious. Indeed, in some phases of procedure any form is better than no form; and in all phases of procedure it is necessary to know precisely what the existing forms are before their utility can be determined.

#### IV. Conclusion

Committee T never has advocated that the faculty is the only group involved in the educational function; that would be ridiculous. The whole community is involved. The Committee has asserted, however, and does assert that the denial of any place to faculties in deliberations concerning educational affairs is an egregious blunder. It is obvious how crass was the educational philosophy of the college president who said—"In education I believe in absolute dictatorship tempered by occasional assassination." The Committee holds that the problem of the place and function of faculties in college and university government is the problem of safeguarding administrative officials against the danger of making professional mistakes. It does not advocate such devolving of administrative duties as would ruin the faculty for scholarship. The machinery of educational deliberation should be set up in such a way as to facilitate both the development of articulate suggestions and the systematic elimination of errors. The problem is to develop and maintain, at the necessary points, long-range responsible professional intelligence.

Even a cursory view of institutions of higher learning indicates other facets of the problem involved in their control. Studies of the faculty rôle in college and university government should be supplemented by studies of the place and function of (1) boards of control, (2) administrative officers, (3) students, (4) alumni, and (5) the community. What autonomies and reciprocal responsi-



bilities do all of these factors possess? What should they have? To answer these questions would not only involve further inquiry but also would mean the writing of a complete reflective account of the place and function of higher education in a democratic society. This is beyond the present assignment of Committee T.

That perfection is not to be expected in any institution is a truism. There are no infallible procedures and no organizations entirely free from embarrassments. But with a modicum of good humor and good will, and an achievable amount of intelligence in educational matters, forms have been and still can be devised which will implement and enhance the effectiveness of the teaching profession. We need educational inventiveness and statesmanship to develop and improve the traditions of our predecessors and to smooth the path for future members of the profession in their pursuit of enlightenment. In a world on fire with violence, when the unmercenary love of knowledge seems to be in the greatest jeopardy across the seas, it is doubly important that every possible precaution be taken in this country so that cultural conservation, dissemination, and innovation in the arts and sciences "may not perish from the earth." "Everything excellent is both difficult and rare," and the production of a high, free, and democratic civilization is no exception. The development of a great culture is never an accident; its preservation also will be a deliberate achievement.

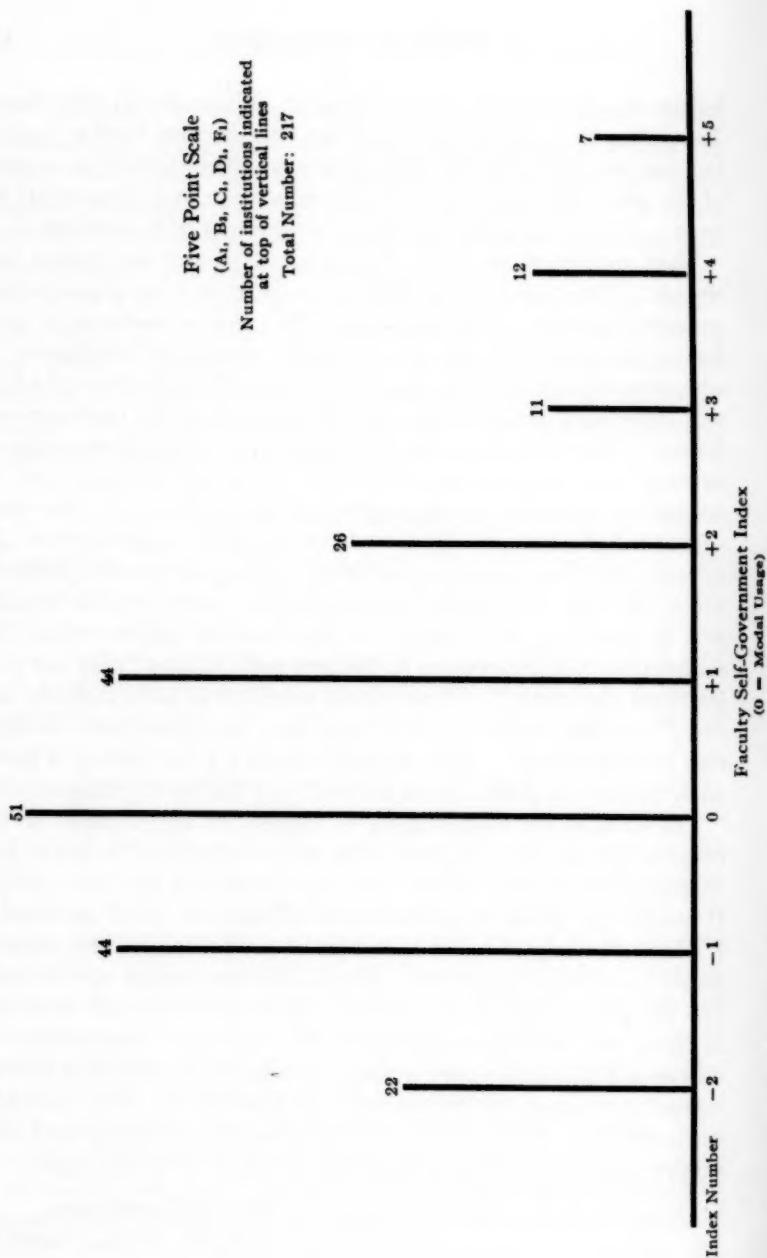
The Committee wishes again to express its appreciation of the cooperation given to its inquiry both by individual members and chapters and by the officers and the Council of the Association. It wishes to thank administrative officers for their assistance. Without the help of many members of our profession this inquiry would have been impossible. The Committee wishes also to mention the great debt which it and the members of the profession owe to those who have participated in the successive symposiums on college and university government; another such discussion follows immediately upon the presentation of this report. The Committee hopes that its activities will be of benefit to college and university teachers and the institutions of which they are a part.

For the Committee:

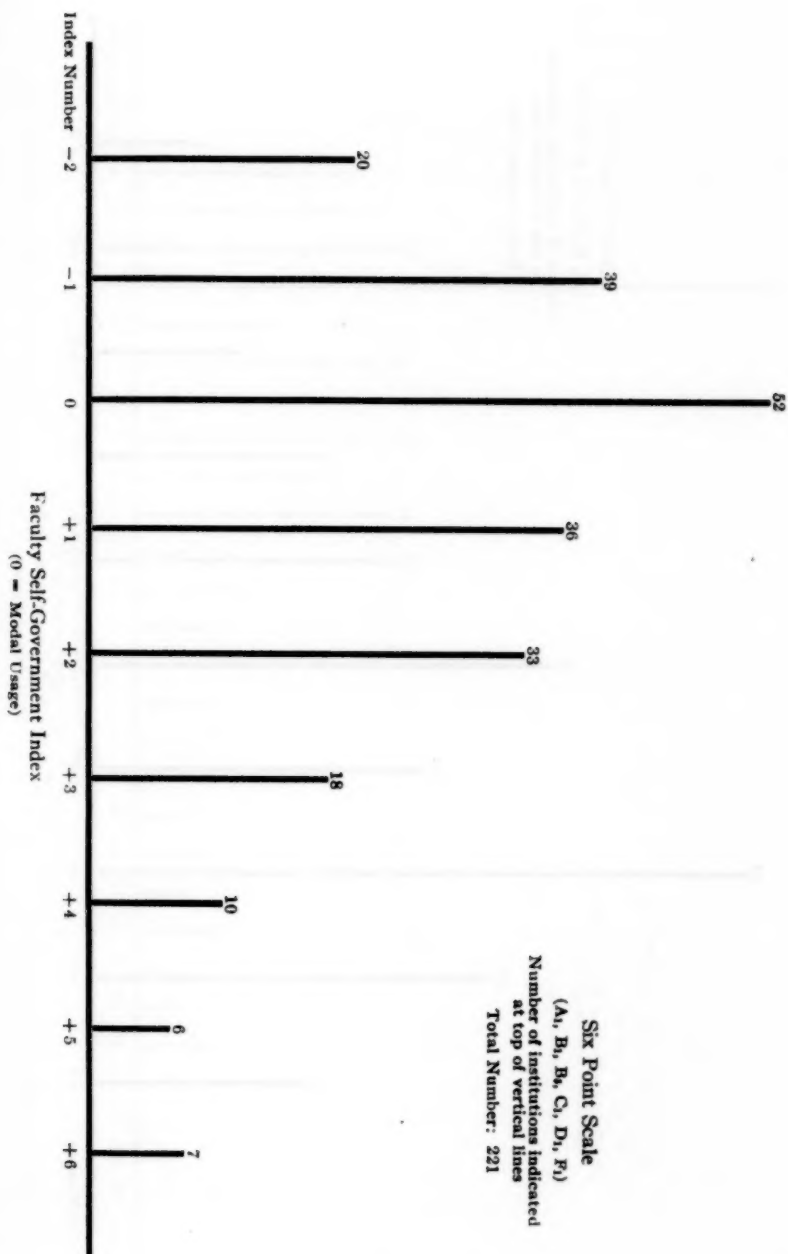
PAUL W. WARD, *Chairman*



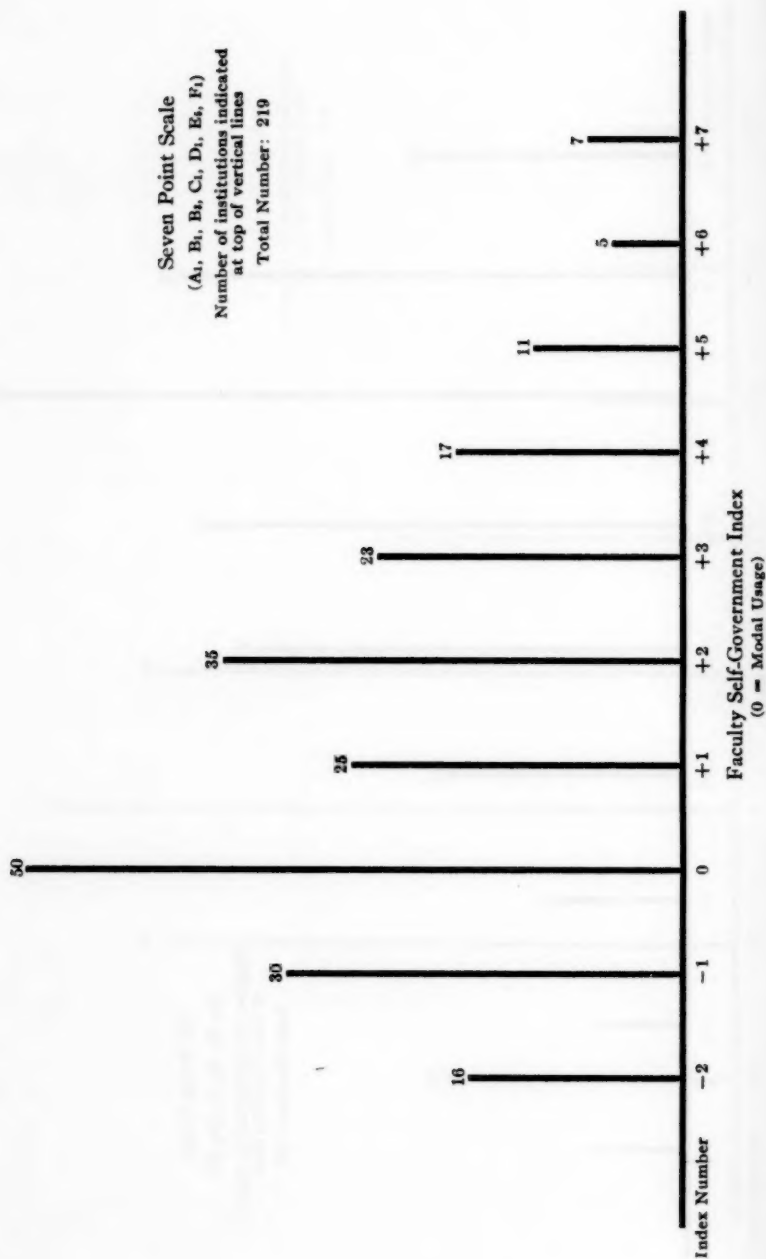
Five Point Scale  
 (A, B, C, D, F)  
 Number of institutions indicated  
 at top of vertical lines  
 Total Number: 217



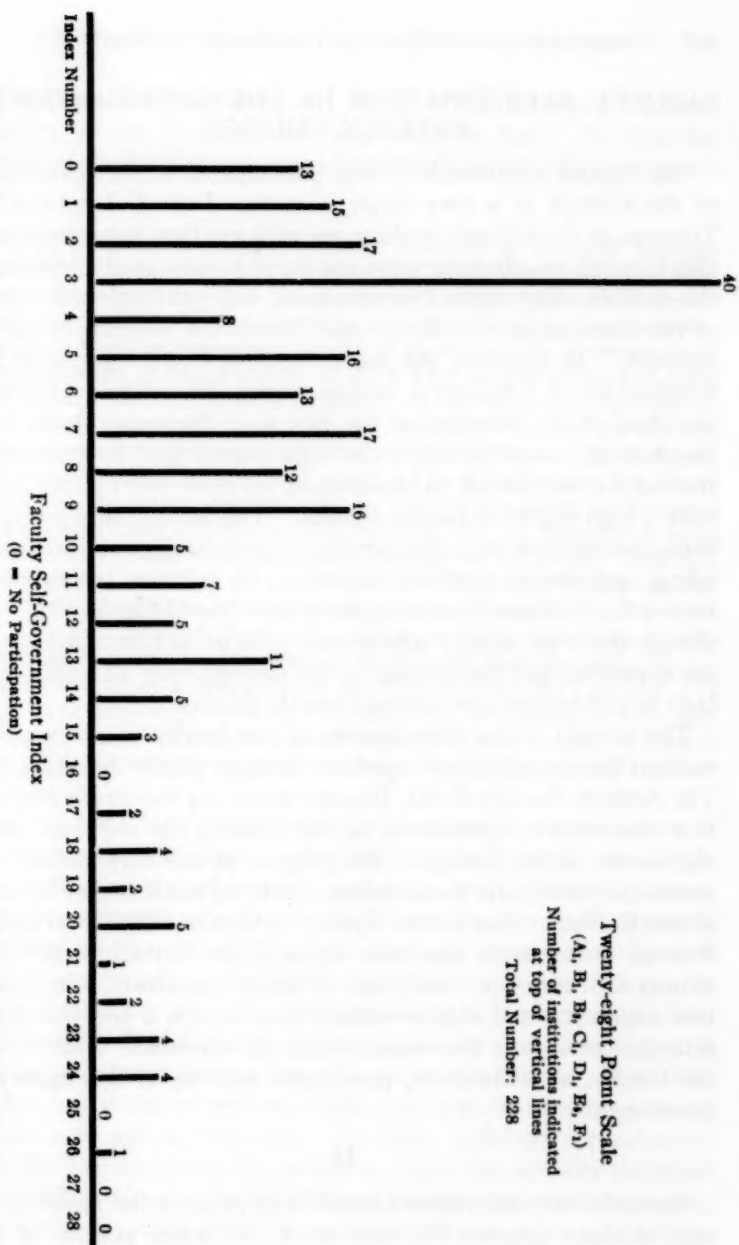
Six Point Scale  
(A, B, C, D, E, F)  
Number of Institutions Indicated  
at top of vertical lines  
Total Number: 221



Seven Point Scale  
 (A, B, C, D, E, F)  
 Number of institutions indicated  
 at top of vertical lines  
 Total Number: 219



Twenty-eight Point Scale  
(A, B, B, C, D, E, F)  
Number of institutions indicated  
at top of vertical lines  
Total Number: 228



169 rechecked by local committees

Corrected to January 2, 1941

## FACULTY PARTICIPATION IN THE GOVERNMENT OF ANTIOCH COLLEGE

The faculty of Antioch College participates in the government of the College in a very large measure. Indeed, I believe the Trustees of the College would agree with me that the Administrative Council, an administrative and faculty body, really formulates the policies, determines the personnel, and—through the agency of the administrative officers—administers the program of the institution. In addition, the Administrative Council performs one function which I believe is unique among the colleges. It elects one-third of the members of the Board of Trustees. Aside from the Administrative Council, the organization and functioning of the faculty are similar to those found in most institutions which have a high degree of faculty control. The faculty, as a body, assumes jurisdiction over the curriculum, scholarship, student counseling, and similar academic matters. In practice, the Administrative Council serves as a regular committee of the faculty. Although the other faculty committees—the usual functional ones—are appointed and coordinated by the Council, they all report regularly to and receive instructions from the faculty.

The picture of the participation of the faculty is not complete without noting two other agencies through which they function. The Antioch Faculty Fund, Incorporated, is a non-profit corporation chartered independently of the College, the members being the faculty of the College. The purpose of this corporation is to secure and administer funds independently of the Board of Trustees of the College. The second agency is Community Government. Student government has been replaced at Antioch with Community Government—composed of faculty, students, administrative assistants, and others—which functions in a wider scope of activities than does the usual student government. Members of the faculty, as individuals, participate actively in this agency of government.

## II

Since the Administrative Council is in practice the most significant of these agencies of government, the major portion of this paper will be devoted to it.

The Council dates from 1926. At first it was an informal group, advisory to the president and appointed by him. In 1930 the charter of the College was amended to include the following provision:

There shall be an Administrative Council of Antioch College which shall be composed of six members of the faculty in addition to the President and the Dean of the College (who shall be ex officio members.) Three members shall be elected by the Faculty, and three shall be appointed by the President, each of whom shall have belonged to the Faculty at least two college years and shall have a rank above that of instructor. They shall serve for three-year terms and shall be eligible for reelection only after the expiration of a year following the end of their terms. The terms of two members shall expire each year. The Faculty and President shall have the power respectively to remove for cause such members as they have chosen as well as to fill for the unexpired term any vacancy in the memberships appertaining to them. The Administrative Council shall advise with the President relative to the general management of the educational and other functions of the college. It shall have the power to elect members of the Board of Trustees as provided in Article IV hereof, upon the affirmative vote of a majority of the members of the Council. It shall have authority to adopt by-laws not inconsistent with this charter or with the action of the Board of Trustees, and shall have such other powers as may be vested in it by the Board of Trustees.

It is obvious from this charter provision that it was the intent of the faculty and Trustees to give the Administrative Council definite legal standing, although it was given only advisory powers. Subsequent to this amendment the Council has gradually assumed more and more responsibility. It serves, in a way, not only as a faculty committee but also as a committee of the Board. It meets regularly (three to six times a year) with the Executive Committee of the Board, initiating the agenda for these meetings and making recommendations for actions to be taken. In a very similar way it meets with the whole Board for most of its sessions at the semi-annual meetings. At these meetings, presumably, only the Trustees have the power to vote; but actually decisions are usually arrived at by the common assent of all persons present, and in nine cases out of ten the actions taken are those which have been recommended by the Council.

## III

One significant change which has taken place in the Trustee meetings is that they are now more largely devoted to the discussion of major policies of the institution than, as formerly, to specific administrative matters. At the most recent meeting, for example, two out of the three sessions were devoted wholly to a discussion of educational principles and policies. At one session the whole of the faculty was present to hear and participate in a joint faculty-trustee panel on the effect of the international crisis on the program of the College and the counseling of students. Tentative reports of committees of the Community Government and of the faculty on the principles of academic freedom, faculty tenure, and institutional security were the subjects of consideration at the second session, the committees as well as the Council being present. The third session, at which the Council was also present, was devoted largely to financial and business matters.

An innovation of the past four years at Trustee meetings has been the inclusion at one session of each Board meeting of representative students with a prepared program which the Trustees discuss. This has served a number of purposes—especially to get the Trustees better acquainted with the College and to help provide an excellent *esprit de corps* among the students, faculty, and Trustees.

The Trustees thus tend to become a lay advisory board which helps evaluate major educational and institutional policies. The Trustees, of course, retain the legal responsibility for the institution, and this fact no doubt influences the Council considerably in determining the specific recommendations to be brought before the Trustees.

It should be noted that the custom of having the Council meet with the Trustees is one which has gradually come about because the need seemed to exist. There is now in the faculty a movement under way to have the charter of the College amended again to give the Council the legal right to meet with the Trustees, and especially to give the Council the right to participate in the selection of the president of the College. If and when the charter is amended, one additional change in the provisions about the



Council will probably be made. The Council, legally, is still only advisory to the president and, by virtue of the two *ex officio* members and the three members appointed by the president, is theoretically dominated by the president. Actually the Council functions in its regular work as a representative faculty body. The proposed amendment would give the faculty the right to elect the majority of the Council, and make the charter consistent with the Council's actual assumption of definite powers in relation to policies, personnel, and program.

#### IV

A few illustrations of the work of the Council will reveal more definitely its significance in the governmental structure of the College. In matters involving personnel relations, the president of the College serves as the directing personnel officer. After consulting with the department heads, he initiates proposals respecting appointments, promotions, and dismissals. He also solicits applications when there are vacancies to be filled, and presents recommendations of specific applicants to be interviewed and seriously considered. A central, coordinated, and professional attention is thus given to personnel matters. But the procedure is very informal; and both members of Council and departments where vacancies exist suggest applicants, secure reference letters, examine the applications, and help interview the applicants. The charter at present gives to the president the power of appointment, but, at least during the past seven years, the Council has always made the final decision.

The promotion in rank of members of the faculty is handled separately from advancement in salary. Ordinarily the Council appoints a special faculty committee, composed partly of members of Council, but including also non-Council members of the faculty, which surveys the whole of the faculty and makes recommendations for promotions in rank. These recommendations are then acted upon by the Council, and are ordinarily accepted.

Changes in salaries are made after careful study by the Council of the whole budget of the College. The entire salary list is surveyed each year, and each individual acted upon separately. After tentative approvals of advancements in salaries have been

given, the list is again studied by Council in order to attempt to gain equity in relationships, and to consider the effect of the whole on the budget. It should be added that the faculty of the College is on a one-year basis. The Council has not been temperamental in its attitude toward faculty appointments, and it is probable that Antioch has no more than the usual rate of faculty turnover. In anticipation of what may prove to be difficult times ahead, however, particularly with respect to academic freedom, a faculty committee appointed by the Council is now studying the general subject of tenure and security.

The problem of making replacements of faculty is probably no better handled at Antioch than at most institutions. The best that can be said is that a member of the faculty has the satisfaction of knowing that his case has been considered by a group of six of his colleagues and two administrative officers. The effort is made, of course, to appraise regularly the work of the younger members of the faculty, and both faculty and student opinion is sought. At intervals of about five years, a rating of the entire faculty has been made, upon forms prepared by a faculty committee, by the whole of the student body. Attempt is made to use the results constructively—with the individual members of the faculty in the improvement of their teaching effectiveness, and by the president, both in supporting a teacher against undeserved criticism and in convincing him of the desirability of making a change. Usually changes in personnel are made within the first three to five years after the initial appointment. I believe that, on the whole, the Antioch faculty is a good one. But I believe, too, that we have yet much to learn about evaluating the services—especially the intangibles in personal relationships—of members of the faculty, both in justice to themselves and to the institution in building a genuinely strong faculty.

## V

Next to that of personnel, the most important activity of the Council is in making and controlling the budget of the College. As stated above, the faculty salaries are determined in full detail by the Council. All other budgetary estimates are prepared by administrative officers, but the Council passes upon the budget for

each department with the full details before it for scrutiny and debate. The budget is always completed in time for presentation to the Trustees at their annual meeting, but the Board does not examine the detailed figures and for several years past has approved the budget as prepared by the Council.

A third function of the Council lies in the appointment of the committees of the College, and in the direction and coordination of their work. Ordinarily the membership of the Council will include some of the principal committee chairmen; and the dean of administration, who has *ex officio* privileges on all committees and meets regularly with the principal functional ones, meets also with the Council. Thus a degree of coordination of activity is secured; and, in addition, the committees occasionally meet jointly with the Council for a common discussion of their work. It is obvious then that, although the committees report to the faculty, the Council exerts a strong influence in determining the nature of their work and the policies which they recommend to the faculty.

Outside of the seasons when the Council is busy with the problems of personnel and of planning and budgeting the ensuing year's work, the time of the Council is largely taken with a great variety of problems of policy determination and of administration. The following are illustrations taken from the Council agenda of the past three months: the purchase of a small tract of ground within the campus area; a proposal to establish a coffee shop; the refinancing of a College loan; a proposed contract to license a patent right; a proposal to purchase new X-ray equipment for the College infirmary; the determination of College policy with respect to participating in the national defense program; a proposed addition to the curriculum involving an addition to the budget; the determination of policy toward an instance of a secret marriage of students; and discussion of a plan to help students gain a broader experience in the communities in which they live while on their cooperative jobs.

## VI

The Administrative Council meets once a week for approximately two and one-half hours. In discussing its work so far, I

have implied that the program always centers around some specific action to be taken. The Council does make decisions, of course, which the president then administers. But an important part of the time of the Council is taken up with the exchanges of views among the members about every phase of the operation and life of the institution. Indeed, we sometimes settle the ills of the whole world in Council meetings! Obviously there is some advantage to the formulation of educational policy in attempting to orient the College in its contemporary society; but a committee with such all-inclusive interests needs a judicious chairman if it is not to consume an inordinate amount of faculty time. The minutes of each meeting, except for personal or confidential items, are abstracted and published in the weekly faculty bulletin.

## VII

For completeness of the record I should now describe the faculty as a governmental body, but I believe that in general jurisdiction and in procedures it differs little from the usual faculty. It has twelve standing committees, of which the most important are those on curriculum, examinations, student counseling, scholarship, admissions, health, assemblies, and library. Ordinarily there are from one to three special committees each year. The Administrative Council serves more or less as the executive committee of the faculty, planning the faculty meetings and initiating many of the items of policy or program to be discussed there. Aside from making its weekly report to the faculty, the Council frequently makes more complete report of the more significant items at the faculty meetings. In fact, the Council rarely takes action on a matter of concern to the whole faculty without getting general faculty opinion, and frequently refers questions, usually with recommendations, to the faculty for final determination. One custom which has done much to maintain excellent morale within the faculty has been that of reporting for faculty discussion two or three times each year a complete summary of the budgetary and financial situation of the College. Having before them the accurate picture of debts and deficits, gifts and windfalls, maintenance, library, laboratory, and staff needs, the members of the

faculty gain an understanding of the reasons behind administrative actions, make more intelligent decisions respecting College policy, and are able to harmonize their personal budgets with the welfare of the group as a whole.

I mentioned earlier the Antioch Faculty Fund, Incorporated. This is a non-profit corporation under the Laws of Ohio. Its members are the faculty of the College, and its president is the president of the College. It has a Board of Trustees of seven members, of whom the president is one, *ex officio*. Three members are elected by the faculty and three by the Administrative Council. Thus the faculty is incorporated separately from the College.

As already stated, the object of this corporation is to enable the faculty to accumulate and administer endowment and other funds separately from those held by the Board of Trustees of the College. The Trustees of the Faculty Fund, in fact, maintain their budget independently of the regular College budget and so are able to sponsor activities not provided for in the regular budget and not authorized by the Administrative Council. This has permitted the faculty to undertake some special projects which would not have been provided for by the regular budget. The Fund this year, for instance, is helping to pay the way of a large number of faculty, chosen by lot, to professional meetings. Among other things the Fund has been helping sponsor an annual lecture series and a Motion Picture Advisory Council of Community Government. The latter has been especially worth while, since it has brought to the College and the village a long list of outstanding motion pictures, both domestic and foreign, which would otherwise never have been available to so small a community. (As yet the Fund has only a tiny endowment as endowments go, but it has hopes.)

## VIII

Possibly one difference between faculty government at Antioch and elsewhere lies in the extent to which the faculty permits responsibilities to be assumed by the students. This takes two forms. For one thing, all but two of the faculty committees have student members. The students are appointed by the community



manager, with the approval of Community Council. Also, the community manager, a student, meets regularly with the Administrative Council in order to help coordinate the work of the latter with the work of Community Council. Faculty opinion seems fully to support this practice, since the members of the faculty believe that the students make genuine contributions to the work of the committees. Certainly students have valuable opinions growing out of a reality of experience with such matters as curriculum, and methods of teaching and of examination. In addition, to the student counseling committee they bring much valuable information about conditions which militate against or in favor of scholarship and student growth. Also, they possess knowledge of their fellow students which otherwise might not be available to the faculty.

In the second place, Community Government is permitted to assume responsibilities considerably beyond those held by the usual student government. Community Government is made up of faculty, administrative assistants, and students. Indeed, persons living in the village and not otherwise associated with the College may belong to Community Government, and several graduates of other institutions do. All members of the community participate in the election of the Community Council, the governing body of nine individuals, which in turn appoints the community manager. The Council has always been composed of both faculty and students, although the constitution does not so provide. Thus there is no strictly student government at Antioch.

The Community Government set-up is modeled after the City Manager system of government. The community manager serves as the executive head, and, with the approval of Community Council, appoints all committees. Ordinarily the committees include both faculty and students, and the chairman may be either. Nearly the whole of extraclass living at Antioch falls under the jurisdiction of Community Government. For example, it manages many of the community services such as the community store, an insurance service, the traffic control, and controls for safety and fire prevention; it organizes the social activities and such extraclass things as the concert series, the motion picture service,



and, partly, the work of the players; it works actively to promote adequate standards in social relationships and in academic and field achievement; it administers the budget for the whole of the athletics program, except for building maintenance and faculty salaries; and it cooperates regularly with the faculty in evaluating the College program. An illustration of this evaluation of the faculty program was a study made by a committee of the Community Government last spring in which the opinions of the seniors were obtained on various phases of the functioning of the cooperative plan of work and study.

I do not have time to explore the subject of Community Government as I should like; but those who want to know about it in detail can secure from Antioch a booklet entitled, "Of, By, and For," which describes it more fully. This bulletin, incidentally, is made up of the reports made by students at one of the Trustee meetings, and serves to illustrate the student participation in Trustee meetings which I mentioned earlier in this paper. To any college which is desirous of drawing faculty and students closer together and of utilizing campus problems and activities for constructive educational purposes, I can recommend the Community Government idea. With us at Antioch, over a period of some fourteen years, it has been a highly successful experiment.

## IX

Government at Antioch may be likened to a series of concentric circles. From the Trustees through the Administrative Council and the faculty to the Community Government, there is a succession of overlapping responsibilities and authorities. Since the College is a private corporation, the Trustees have complete legal responsibility and authority. As noted above, however, they actually delegate nearly the whole of these to the faculty, by functioning through the Administrative Council. The faculty, in turn, permits Community Government to assume a large area of responsibility, the limits of which have tended to be where the Community Government has thought it could not operate effectively. Among all of these groups there are considerable interplay and overlapping of memberships. The key to the successful functioning

of this set-up rests, as it always does in government, in good human relationships. Perhaps it is the set-up which helps make the co-operation, and hence the relationships, possible. In next effect, all persons associated with the College tend to have voices in those matters which directly interest them. Thus is achieved what I believe is essentially a working democracy.

*Antioch College*

A. D. HENDERSON

### THE EXECUTIVE COMMITTEE SYSTEM AT THE UNIVERSITY OF ILLINOIS

I do not exactly wish to apologize for what must inevitably sound a good deal like a brag about my own institution, yet I do wish to make an explanation. This occasion is not at all of my own seeking, but an invitation was expressly extended by Mr. Paul W. Ward, Chairman of Committee T, and in the following words: "The University of Illinois has appeared to advantage in the studies of the Committee; and you have been suggested. . .to depict the merits of the procedures in use there." This is my warrant and authorization for the half-scandal of self-praise.

The so-called Executive Committee System at the University of Illinois (and I expect before long to comment on the appropriateness of that designation) is the outcome of nearly an entire generation's attentive study and practice of university administration.

The general terms of the Organic Law, that is, the legislative act by which the University was established in 1867, through a specific enumeration of the powers of the Trustees (No. 7), from which was omitted control over educational policy once the institution was established, might appear to have intended to leave the initiative in such control to "the faculty," which was simply described (No. 10) as consisting of "the chief instructors in each of the departments." At all events that has been the general relation between the two bodies, with, of course, the understanding that all changes in educational policy which involve additional expenditures must be approved by the Trustees, as well as those changes which affect the requirements for entrance, graduation, and the conferring of degrees and certificates.

## II

In the course of time, and especially after a kind of second founding of the University, under the enlightened policy of that great Governor, John P. Altgeld,<sup>1</sup> a traditional rule-of-thumb, and, indeed, almost rule-of-fist, manner of transacting business developed. This was largely a reflection of the extremely able and energetic figure of the new president, Andrew Sloan Draper, not wholly unaffected, like all the other distinguished university presidents of that era, as one might also surmise, by the prestige of those notable *Gewaltmenschen* in American big business life a half-century or more ago, whom a slightly less than sympathetic journalist has dubbed "The Robber Barons."

It was in the spirit of instinctive reaction against a successful but somewhat drastic presidential autocracy that three of the strong and wise men of the University, Thomas Jonathan Burrill, Stephen A. Forbes, and David Kinley, laid before President E. J. James, about the time of his inauguration in 1904, a brief but bold and far-sighted memorandum proposing a set of statutes to regulate the processes of internal administration. That distinguished scholar and educator was, of course, in sympathy with the general idea, and proceeded to conduct the affairs of his office largely in conformity with the spirit of the memorandum. But several great tasks lay before him, the speedy performance of which the astonishing expansion of the University in the past decade had made imperative, and he wished to attend to these first, without too many restrictions upon executive power, if and when needed in an emergency. For I have often heard James say that he had never known an instance in which any department had been distinctly strengthened—*willingly*; and he was out to strengthen distinctly, partly by processes of subtraction as well as by those of addition, a good many departments in the University. When the prelimi-

<sup>1</sup> In this connection it may be interesting to observe that by an act of the Board of Trustees on December 5, 1940, the building now occupied by the College of Law has been named "Altgeld Hall." In support of that action the Trustees issued a statement, declaring, among other things, that "the University of Illinois never had a more enthusiastic, a more intelligent, or a more effective friend than John Peter Altgeld;" and quoted with approval the following judgment by President Edmund J. James: "He marked an epoch in the educational life and interest in this commonwealth."

nary "emergency" was over (and I fancy that "emergency" is scarcely too strong a term to apply to the introduction of his program of academic reforms in those early years), James promised that a thoroughly democratic process would be inaugurated leading to the adoption of a series of statutes for the administration of the University.

For a variety of reasons, however, many of which belong to the *historia arcana* of the University, and a few, no doubt, even to the *historia apocrypha*, this period of ground-clearing and projection of new enterprises lasted much longer than anyone, least of all James himself, had expected, and it was actually not until 1911 that he felt able to make good his promise. For it was in that year that James persuaded the Trustees to appoint a "Committee on Organization and Efficiency"<sup>1</sup> under the experienced direction of Henry Baldwin Ward (Zoology), in order "to make," in his own words, "a thorough investigation of the . . . organization and efficiency of the University, with a view to drafting ultimately a constitution for the University of Illinois."<sup>2</sup>

### III

And yet no one should suppose that the earlier effort was fruitless. All during those momentous first seven years of James's

<sup>1</sup> The other members were: Boyd H. Bode (Philosophy), Ernest R. Dewsnap (Economics), Julius Goebel (German), Frederick Green (Law), Frederick M. Mann (Architecture), Charles H. Mills (Music), Herbert W. Mumford (Agriculture), William A. Oldfather (Classics), James H. Pettit (Agriculture), Henry L. Rietz (Mathematics), Arthur N. Talbot (Mechanics), Edward S. Thurston (Law), and Phineas L. Windsor (Director of the Library), with Clarence M. McConn, then Registrar, as permanent Secretary of the Committee. Of this number Professors Green, Mann, Mills, Pettit, and Thurston either withdrew from the University, or else retired for reasons of health from active service on the Committee, before the final report was handed in.

<sup>2</sup> One or two other phrases might well be quoted from the covering letter with which James transmitted the finished report to the Senate, June 7, 1915:

"As a result of my own experience as a University President from 1902 to 1911 . . . it became clear to me that our present university organization is not a satisfactory one either from the standpoint of effective popular control within the limits of sound administration, or from the standpoint of the expert scientific knowledge represented by the faculties of the university. . .

"As I write these lines I have no idea of what it [the report] contains, having talked with no member, nor seen any draft or suggestion of its contents. . .

"No country, so far as I know, is at present satisfied with the organization and government of its university system."

presidency the knowledge that in due course a set of statutes for the government of the University, not imposed from above, as had generally been the case, but drawn up by the faculty in a manner as democratic as might also be consonant with efficiency, was to be presented for adoption by the Trustees—that knowledge, I repeat, constituted a wholesome ferment in the academic mind. And more than that: One notable idea in the first memorandum furnished, as it were, a *leitmotiv* for the subsequent actions of the two later Committees. It was that of the so-called "Committee on the Order of the Day," a small group of the University Senate, which was to be specifically empowered, if need be, to call meetings of the Senate on its own initiative, and then, or at any regular meeting of the Senate, lay before that body for discussion any proposal whatsoever which, in its judgment, merited consideration and action, not even excepting such a question as the fitness of the President of the University to continue to hold office.

That was, indeed, to go somewhat farther than their colleagues have actually had the courage to follow them. And yet the germ of the extensive democratic procedure which we now possess at Illinois is clearly contained in this wholly admirable proposal.<sup>1</sup>

Unhappily the timing of this first Committee's report was unfortunate. It began its deliberations in February, 1911, but did not report until four years had elapsed (1915), with eighty formal meetings of the entire Committee, and innumerable conferences and sessions of subcommittees. Again, the University Senate did not begin its own formal consideration of the document until another three years had passed (1918), during which it had been subjected to the scrutiny of all the faculties and the severe criticisms of several of the chief administrative officers of the University. But at this time the United States was actively engaged in war, intent upon what most persons regarded as far more important problems than those of academic administration, and so, after a few hearings before the University Senate, it came to be generally

<sup>1</sup> By tradition and general understanding, however, this authority is understood still to reside in the Senate's Committee on Educational Policy, although very seldom exercised, if at all, in recent years; and that partly, no doubt, because the gradual democratization of processes, both above and below that level of administration, has pretty well eliminated occasions for asserting this authority. But perhaps it would not be wise for any faculty, once possessed of such a great "two-handed engine," to allow it utterly to rust to its scabbard.

recognized that the time was not ripe for final action upon matters of this kind, and the report was withdrawn by the Committee for purposes of further study. Yet, once more, all these labors were not wholly wasted. Almost the entire faculty of the University for several years had debated a great variety of proposals for different schemes of self-government; a number of members of the final Committee and of its many subcommittees had acquired experience for later work along the same line; and, most important of all, a large part of the present statutes regarding the administration of the more typically academic portion of the University had already been drafted, either in a completely satisfactory form, or else in one that needed but slight revision.

#### IV

Shortly after the inauguration of President Harry Woodburn Chase, in 1930, a new committee, this time of nine members,<sup>1</sup> for the purpose of drafting a sort of constitution and rules of procedure, under the tactful guidance of Albert James Harno, Dean of the College of Law and Provost of the University, within a few months drew up a series of recommendations which were discussed by the faculties of the several colleges, debated and slightly revised by the Senate, and finally approved, again with a few minor modifications, by the Board of Trustees in September and November, 1931, and May, 1932. These, together with several additional statutes, chiefly of a minor regulatory character, a few antedating the report of the Committee of Nine, and the rest mostly adopted during the administration of Arthur Hill Daniels, Acting President (1933-34), and the present chief executive, President Arthur Cutts Willard, of course in general consistent with the principles of the original recommendations, constitute the main body of the so-called "University of Illinois Statutes."<sup>2</sup>

<sup>1</sup> The other members were: Ernest L. Bogart (Economics), Edward H. Cameron (Educational Psychology), Harris F. Fletcher (English), Matthew T. McClure (Philosophy), Herbert F. Moore (Mechanics), William A. Oldfather (Classics), Henry P. Rusk (Agriculture), and Phineas L. Windsor (Director of the Library); with Harrison E. Cunningham (Director of the University Press, and Secretary of the Board of Trustees) as Secretary.

<sup>2</sup> As approved March 10, 1936; there are also two supplements, one pertaining to  
(Footnote continued on next page)



This prolonged preamble has been specifically composed for the purpose of emphasizing, even by the deliberate creation of tedium (the most vivid of all impressions normally produced by professorial disquisitions), the fact that the system of administrative practice at Illinois is no mere hypothetical speculation or Utopian carol. It is rather the outcome of prolonged and attentive study and experience, the product of the cooperative efforts of five Presidents and considerably more than one hundred members of the faculty and staff,<sup>1</sup> extending well over a generation. It has been much more made than born, less invented than developed; for it is largely, indeed, a broadening down from valid precedents to the formulation of a previously tested theory. There was much experience with different types and techniques, a good deal of give-and-take, and compromise, and at times even acute disappointment, in a prolonged series of meetings of minds. But of course it inevitably fits our situation, our temperament, and our traditions, for it is their direct expression. I have little confidence in any system that has originated otherwise. The experience of Illinois might, therefore, possibly, in similar institutions, be suggestive; under no circumstances whatsoever could it be regarded as prescriptive.

## V

And now a brief review of the so-called Executive Committee System at Illinois, since a complete report would involve quoting some two dozen different statutes, plus the description of several informal and as yet not statutorily regulated procedures.<sup>2</sup> The rehearsal of all such details would presumably be still more con-

"Retiring Allowances and Death Benefits" (adopted December 13, 1924, as amended November 24, 1939), and one to "Leaves of Absence on Account of Disability" (adopted January 27, 1940).

Of course it should not be assumed that prior to 1931 the University was without statutes, but these were relatively few in number and had uniformly originated either with the Deans, the President, or the Board of Trustees, and, as the gradual growth of several decades, presented no very systematic series of regulations.

<sup>1</sup> Counting also those who rendered valuable service on subcommittees.

<sup>2</sup> The University Research Board, the Bureau of Institutional Research, the Personnel Bureau, and the Committee on Student Affairs in its relation to the Student Senate, all of relatively recent inauguration, are perhaps the most important of these administrative adjuncts.

fusing and tedious than even the following general remarks about them.

But first of all some comment upon the term "Executive Committee." In the strict sense (and I believe that to be the only proper sense in which words should be used in statutes), there is only one "Executive Committee" at Illinois, and that is a Committee of the Board of Trustees, which occasionally does take executive action; while there is also a type that is partially executive, which is that found in a Department organized with a Chairman. All other so-called Executive Committees are either advisory or consultative, as occasionally their designations also make clear, as, for example, the President's Council, the Advisory Committee to the Bureau of Institutional Research, the Advisory Committee of a Department organized with a Head. And this seems to me, at least, to be eminently proper, because it is neither necessary nor desirable for executive responsibility, strictly so defined, to be widespread.

It is not necessary, since with proper delimitation between executive, legislative, and judicial functions, the last two are actually all that can properly be handled by the faculty, granted the general American pattern of educational organization. And under "legislative function," I should include anything sufficiently dignified to be called a "policy" at all; while by the "judicial function," I mean any act of judgment relating to the merits or demerits of any member of the faculty and the student body.

Nor is it desirable, at least in the present American setting, for the faculty to act as executive officers, because a timid or otherwise incompetent administrative officer might readily seek to avoid direct responsibility for his actions, if the executive authority were, as a matter of admitted fact, actually shared with a group of professors. The chief duties of such men toward the university are of a quite different order, and it would be difficult indeed to hold them personally accountable for an unsatisfactory state of affairs.

Now whether or not these judgments, together with all their implications, are sound, and, of course, they contain several highly debatable assumptions, at Illinois the Executive Committees (as well as other bodies with similar functions but different designations), are, in fact, designed merely to insure that the administra-

tive authority with whom they serve is in possession of the pertinent information and the best judgment that the group is able to afford. But the final executive decision remains with that officer, and the most which is expected of him is that in reporting his decision to the next higher authority, he shall also record the fact that his advisory board, or so-called executive committee, does or does not agree with his recommendation, and if not, then for what general reasons.

I see no serious danger in having the actual decisions made by thoroughly honorable and thoroughly well-informed individuals, as long as opportunity is afforded to dispense with the services of any official believed to be deficient in either of these qualities. Those perils to liberty from the recent enormous increase in the authority of the executive at every social and political level, a trend which I view with unconcealed apprehension, seem to be due mainly to an extensive arrogation to itself on the part of the executive of powers properly belonging to the legislative, and sometimes even the judicial, functions. And the only protection against these perils is resistance to further aggression, in the spirit of eternal vigilance, or the ever apposite exhortation of Emerson: "Obey little; resist much."

## VI

To begin now with the smallest unit of administration, the department, there are two systems of organization, one for a department organized with a Chairman,<sup>1</sup> and the other for one organized with a Head. In the former case the Executive Committee is composed of men of the rank of assistant professor or above, elected by all members of the department of the rank of instructor and above; it is consulted by the Dean and the President on the occasion of each biennial appointment of the Chairman; it delegates certain routine duties to the Chairman; it collaborates with the Chairman in the

<sup>1</sup> There are three such departments now at Illinois, while two more have voted for the installation of such an organization next year. Three years ago one other department voted to change from a chairmanship to a headship. It was a very big department and rather foolishly, I think, elected so large an Executive Committee (consisting actually of eleven members—democracy gone starry-eyed) that the transaction of business took an inordinate amount of time. The statutes, however, do not prescribe the size of the Executive Committee, and it need not number more than two, if so desired.

preparation of the departmental budget (which necessarily includes all appointments, promotions, and increases); and together with the Chairman "is responsible for the organization of the work of the department" (that is, the formulation of its policy), "and for the quality and efficient progress of that work" (that is, the execution of the same). These regulations hardly call for comment; the Executive Committee simply manages the Department just as far as it cares so to do.

In a department organized with a Head, what is actually called an "Advisory Committee" consisting of "the other members of the departmental staff on indefinite tenure" (that is, the professors and associate professors), "or . . . the heads of the several divisions" (who are nearly always full professors) is consulted by the Head "in regard to the departmental policies;" but it need not have anything to do with the budget, including appointments, promotions, and increases, except wholly at the pleasure of the Head. Another slightly different and larger group, because it includes in addition the assistant professors (also in effect a kind of advisory or executive committee), is that consulted by the President and the Dean of the College on the occasion of the appointment of a new Head; and it is this same larger group also which considers and votes upon the question of a change in departmental organization.

It is clear that the enumerated powers of the Advisory Committee here are not very large, but such is the traditional spirit of liberal administration at Illinois, that the staffs of even the headship departments enjoy for the most part (although not quite universally, I am required in candor to admit) a far larger degree of democratic control than the statutes specifically grant. In substantiation of this judgment I have made a series of specific inquiries into the actual practices in five of our largest and presumably typical departments, whose Heads also happened to be personal friends, and hence were not likely to resent my inquiries into both their legal and extra-legal methods of doing business.<sup>1</sup> In only one department was the technical regulation regarding consultation with professors and associate professors not strictly ad-

<sup>1</sup> These were the departments of Chemistry, English, History, Mathematics, and Physics.

hered to, but here the process was far more democratic than the one prescribed, inasmuch as all members of the department of the rank of instructor or above are freely consulted on all policies and new appointments, and all those of higher rank consulted in matters of advancement. In another, in addition to policies, appointments, and promotions, even the entire budget is scrutinized by the heads of the several divisions, and in one particular instance recently (the vital matter of a proposed radical change in the whole university system of death benefits and retirement allowances) not merely were all members of the academic staff of any and all ranks taken into consultation, but also the entire administrative staff, secretaries, clerks, mechanics, and the like, who were all equally affected. In yet another department a special Committee on Graduate Study exercises an effective control over major appointments and promotions. Another department's Head specifically secures in writing the votes of all the ranking members of the staff, whenever the truly crucial question comes up of whether or not a particular appointee on a limited term shall or shall not be reappointed, and thus given a presumption of achieving, in due course, indefinite tenure.

And so it goes, with extra-statutory but entirely legal administrative procedures in the headship departments, where policy, appointments, and promotions are pretty generally passed upon by a considerable group of a man's peers or superiors in rank, and even the details of the budget in some instances are submitted to the scrutiny of the Head's colleagues.

## VII

At the college level it is provided that "there shall be an executive committee of two or more members, composed of or selected from the professors and associate professors in the college, elected annually by the faculty," which body is composed of all teaching members of the rank of instructor and above. This Executive Committee must be consulted biennially by the President in the appointment or reappointment of the Dean; and it is also empowered "to advise the Dean in the administration of the College," specifically including the preparation of the budget, if, indeed, he

asks for such advice, which is usually the case. As a matter of fact, however, general practice again is frequently, but not, I regret to say, universally, a little more democratic than the wording of the Statutes requires, for the Executive Committee in most of the colleges also advises the Dean in the case of all but simple routine short-term appointments, and on all considerable advances and promotions.<sup>1</sup>

Practice differs slightly in regard to the manner of election by the faculty, since that is not prescribed. In several colleges nominations are all made quite freely from the floor; in one by the college Committee on Committees; in another by a special committee appointed annually by the Dean, which convenes alone, but notifies the Dean of its nominations, before they are submitted to the faculty; in yet another, without formal nomination, but by a series of eliminating ballots until only three names are left. All these variations in procedure are trivialities; the essential matter is that the powerful Executive Committee of the College, in whose hands, quite as much as in those of the Dean, or the President, rest the academic fortunes of every member of the faculty, is freely elected anew each autumn by the entire voting faculty of the college. Arbitrary actions of executives, or Star-Chamber proceedings by irresponsible cabals, even if anybody wished to perpetrate them, may thus be thwarted by a vigilant Committee.

## VIII

In the Graduate School, for reasons largely traditional, the Executive Committee is called the Executive Faculty. The Teaching Faculty, composed of all who are "in independent charge of courses designed for graduate students, or of theses to be submitted for higher degrees," elects by direct nomination from the floor three of its own number as members of the Executive Faculty, and the remainder (ordinarily about ten to twelve) are appointed by the President, in consultation with the Dean of the Graduate School, and the three members elected by the Teaching Faculty.

<sup>1</sup> Executive Committees are actually functioning in all the Colleges except that of Dentistry, which is in process of reorganization; yet even here the closest approach to such a Committee which is possible under the circumstances is in operation.



This is not quite as democratic a procedure as the others previously recorded, but no doubt quite sufficiently so, because I have never heard any complaint of favoritism since it was introduced; while in the eyes of at least one experienced observer the annual election of three new members results in perhaps too rapid a turnover.

The Executive Faculty is to "advise the Dean in the administration of the School," and devotes a good deal of time to this activity, meeting on the average at least once a month, and frequently more often. Through its Committee on Staff and Courses it passes upon all graduate courses and the qualifications for the conduct of graduate work by any instructor. After this has been done, the Provost, with the advice of the Bureau of Institutional Research, scrutinizes the courses themselves in their budgetary aspect, bearing especially in mind the question of duplication, together with that of the facilities for properly conducting them.

As for the budget of the Graduate School, the Executive Faculty does not consider the budget of the office, and a relatively small number of items of long standing which have become almost routine in character, but it spends a good deal of time upon quite the largest item in the School's budget, that, namely, which has to do with the assignment of scholarships and fellowships. Incidentally, it might be remarked that the special funds for the support of research, both from public and private sources, which used to be handled directly by the Dean of the Graduate School, with such advice as he felt it desirable to secure, have recently been assigned for administration to a general university Research Board, appointed by the President, with the Dean of the Graduate School as Chairman.

## IX

At the highest level of academic administration stands the President's Council, which is in general effect another Executive Committee, and advises him specifically in the preparation of "the annual and biennial budgets." It is composed of the chief administrative officers of the schools and colleges, plus the Director of the Library, and, for our present purpose, especially "three members chosen by ballot" (on direct nomination) "from and by

the membership of the Senate," a body of some three hundred and six members during 1939-40,<sup>1</sup> composed mainly of the full professors of the entire University. These somewhat democratically selected representatives of the general faculty serve as valuable liaison officers between the teaching staff as a whole, and the chief executive officers of the University.

In several other important divisions of the University the same general principle also obtains. Thus, the Director of the Library is provided with a Senate Library Committee, elected by the Senate on nomination of the Senate's own Committee on Committees (which, incidentally, nominates all the committees of that important legislative body); the Director of the invaluable Bureau of Institutional Research<sup>2</sup> has an Advisory Committee, appointed by the President, and specifically authorized to "assist the Director in the administration of his office, including the formulation of plans and the preparation of a budget;" the Committee on Student Affairs has also a certain kind of advisory body, four of its number, elected by the Student Senate from the Student Council, sitting as actual voting members of that Committee, but as a perpetual minority in it; and, finally, the several Departments in the College of Agriculture have also Advisory Committees "composed of Illinois farmers recommended by the President. . .to the Board of Trustees, appointed from among the members of the agricultural association or associations most representative of the interests involved," nominations to these positions originating with the Head of each Department concerned.

And with this extension of the principle of consultative, advisory, or executive committees, boards, faculties, and councils, in part to the student body, and even outside the University itself, this portrayal of the so-called Executive Committee System at the University of Illinois may very properly conclude.

<sup>1</sup> Forty-nine of these, however, who serve on the faculties of those colleges which are located in Chicago, very seldom, or never at all, attend meetings of the Senate in Urbana.

<sup>2</sup> "The Bureau of Institutional Research . . . [is] a fact-finding agency. . . . Under the guidance of its Advisory Committee . . . the Bureau studies the teaching, research, budgetary, and other aspects of University operation in their relations to one another, to educational policies and objectives, and to the social needs of the state. The results . . . are made available to the President in special memoranda." (*Register of the University of Illinois* (1939-40) 406.)

## X

But all this tiresome rehearsal of history and description is of extremely slight consequence in comparison with an appraisal of the functioning of our system. And here, of course, one enters upon the dangerous ground of what at best can be only a judgment, even if well-informed, and may frequently represent a mere partial and one-sided individual opinion. But this is unavoidable, and the best that I can do here is at least to be brief.

In general, I should judge that the system at Illinois, like all democratic procedures, slows down to a considerable extent the rapidity of decisions. It offers by way of compensation, however, two important gains. The first is that probably fewer large-scale blunders are committed, and I have never known any serious mistake to be committed in academic affairs merely because of the amount of time that was necessary in order to reach a decision, so long as every responsible agent involved in the process was alert and performing his full duty.

In this connection I well remember the remark made to me many years ago by one of our deans, who asserted that the difference between an efficient and an inefficient executive was that the latter would get ten things done in a given length of time, all of them perhaps right, while the former would get thirty things done, even if two of them might be mistakes. To this contention the obvious answer is that the two mistakes may very well create so much confusion and produce such bad blood, that the net effect in the long run of excessively rapid action might be worse than a moderate amount of delay. For although the tempo of academic life is distinctly less hectic than that of battle, where the old proverb still holds good: *Bis peccare in bello non licet* (which might be liberally paraphrased as: "In war you don't survive long enough to make the same mistake twice"), yet the commission even on the campus of any really considerable number of errors is what, in the language of Jane Carlyle, one might properly style "The Great Bad."

And as a second compensation for more time expended in reaching decisions, I would suggest that the democratic process in administration is productive of, and at Illinois, I am sure I am correct

in asserting, has truly produced, where it is actually functioning, a superior morale in the entire faculty and administrative staff. And it were a sheer waste of breath to expatiate upon the incomparable values of high morale.

## XI

And now, finally, a much needed word or two corrective of what has obviously been a somewhat rosy-tinted picture. Of course our democratic procedure is not quite hitting on all twelve cylinders for twenty-four hours a day. Every administration known to human experience has always developed executive shorthand techniques. It is possible to neglect to call executive and advisory committees and boards for months on end, or, and perhaps what is just as bad, it is possible also to *forget* to call them, because such forgetting, as in the case of failure to remember a birthday, or the anniversary of a wedding, may be of the very essence of the delinquency. Too many things at Illinois (for this also, I regret to add, is part of our established tradition) have always been treated as not being matters of educational policy;<sup>1</sup> whereas, in my judgment, just as almost anything whatsoever in the case of a business organization, or a military establishment, is, when properly considered, a matter of business or military policy, so almost everything, as I have already remarked, that is connected with an educational institution, and sufficiently dignified to be called a "policy" at all, might well be regarded as a matter of educational policy.

It will not surprise anyone familiar with the history of democratic institutions to learn that at Illinois also, as always and everywhere else, we have somewhat more of the paraphernalia than the actual performance of democracy. There is plenty of machinery, but of course it is not always and everywhere used by the members of the academic staff. Yet at that the faculty really has, again in my mere judgment, about as much democracy as it deserves, and probably just a little bit more. A sheep cannot be made into a man by simply putting clothes on it and making it stand on its hind legs. And the comparison is perhaps not wholly uncom-

<sup>1</sup> Although the number of such things was distinctly reduced by the Statutes adopted in 1931.

plimentary to the academic temperament, which, like that of sheep, is by tradition somewhat too trustful, and perhaps also a little silly, yet at all events is neither malicious nor predatory. The utmost that one group can do for another is to equip its members with the full panoply of self-expression and self-defense. In the very nature of the case people cannot be coerced or intimidated into exhibiting the spontaneous courage of free men.

*The University of Illinois*

W. A. OLDFATHER

### Appendix

Mention has already been made of the influential memorandum presented to President E. J. James soon after he came to the University of Illinois. About that same time (October, 1905) David Kinley,<sup>1</sup> who during his service on the staff of the University of Wisconsin (1892-93) had taken a leading part in organizing the defense of Richard T. Ely which resulted eventually in the formulation of the celebrated Wisconsin declaration of academic freedom,<sup>2</sup> delivered an address entitled "Democracy in Education." A few brief but typical selections from that interesting document are subjoined below.<sup>3</sup>

When a group of democratic people shirk the responsibility which properly belongs to them by putting it upon some other people, their own sense of duty and obligation, their own interest and activity becomes enervated, and the men on whom they thrust this power are subjected to temptation to use it for their own ends. If we sacrifice individuality, initiative, and responsibility for the sake of efficiency, we may get the efficiency with its larger results for a time, but it will be at the expense of higher morality. . . .

We hear of men agreeing to accept a superintendency, a presidency, or a principalship on condition that they may have a "free

<sup>1</sup> Dr. Kinley was at that time Professor of Economics and Dean of the College of Literature and Arts of the University of Illinois. Later he served the University as Dean of the Graduate School (1906-19), Vice President (1914-19), Acting President (1919-20), and President (1920-30).

<sup>2</sup> See R. T. Ely: *Ground under our feet* (1938) 225-33. The declaration itself is printed on p. 232.

<sup>3</sup> Taken from the copy in the Library of the University of Illinois, with the correction of a small number of trivial typographical errors.

hand," as it is called in "reorganizing" the faculty. To grant the propriety of such a request is to forget that an educational institution is an organic growth; that the continuance of its life and policy and present character depends upon its past career. They ask the right to hack and sever and cut deep into the life of the institution in order, forsooth, that they may impose upon it from without a preconceived policy, formed in their own minds and without reference to the continuity of the life and the historical past of the college or school; without reference to the moral obligations that have sprung up; forgetful of the fact that they are dealing with human beings and not with machines, and that any act which lowers the standard of self-respect of the teachers of the school, which makes them feel for an instant that they are not regarded as responsible and trustworthy individuals, is likely, by lowering the standard of work, to lower also the standard of conduct and impair the quality of teaching. . . .

Too much emphasis on the authority of administrative officers tends to degrade the teacher. There are evidences of this on all hands, although conclusive proof of it is likely to be late in coming. It will come only with the next generation of teachers, when we find that the personnel of the teaching profession is lower than it was, because self-respecting individuals, with ideas of their own, have refused to enter a profession in which they are denied freedom of action and initiative. There are institutions where the moral tone of the teaching corps is deplorably bad because they have submitted too long to coercive authority that suppresses their individuality. . . .

No authority in one man, or in a group of men, in a democratic country like our own, can determine, or should be permitted to determine, the general policy of our school systems or any part of them. The schools should be close to the people and they should have local color; they should reflect in a measure the traditions, history, and character of the community. . . . The denial of this theory of democracy in our school system, the attempt to put autocratic power in the hands of one or a few men, whether superintendent, commissioner, president, or directors, is a phase of the distrust of democracy which has become too pronounced in this country of late. . . .

The whole character of our education should be democratic . . . The curriculum should be democratic in character. . . . The dis-



ciplinary arrangement of a school should be democratic. . . . Finally, over and above all the points that I have mentioned, in its far-reaching importance, is the necessity of a democratic spirit on the part of the teacher.

## PROBLEMS IN THE PREPARATION OF COLLEGE AND UNIVERSITY TEACHERS<sup>1</sup>

By ERNEST V. HOLLIS

It is a commonplace that the reception an idea gets depends significantly on who advocates it. Legitimately, we have the attitude expressed by two Pullman porters during my trip here. In an effort to locate his colleague a visiting porter knocked at a drawing-room door. From within our porter said, "Who dat?" Before revealing his identity the visiting porter wanted to know, "Who dat say 'who dat'?" When identities were established, communication was rapid and effective.

Unless I can quickly establish status, too much of your attention may go into wondering, "Who dat say dat?" I have very little of the fanatical reforming zeal commonly imputed to educationists; certainly I want to avoid coming within a recent definition of a fanatic: "One who, having lost sight of his goal, redoubles his efforts." Perhaps I am a poor educationist. My first professional work was as a botanist and plant pathologist. I had substantial graduate work in history, sociology, and philosophy before taking a Ph.D. in higher education. And it may as well be confessed before this group, I served seven years as a college president! Never again will I be able to see college problems solely from the perspective of the scientist, the historian, or the educationist. Rather, my experience demands the "steadily and whole" perspective recommended by Immanuel Kant. So much for the credibility of the witness.

### II

Your program committee expects the witness to relate his experiences, as a staff member of the Commission on Teacher Ed-

<sup>1</sup> Address delivered at the Annual Meeting of the American Association of University Professors in Chicago, Illinois, December 30, 1940.

ucation of the American Council on Education, in the field of college teacher education. As a springboard, let me tell you how the Commission came into being and came to be concerned with problems in the preparation of college teachers. At the beginning of the depression the plight of youth was much in the forefront of the public mind, as the plight of democracy is at the present moment. Educator and layman alike were alarmed at the situation. The General Education Board shared this concern and financed the activities of the American Youth Commission. Its findings placed a large share of the responsibility for the plight of youth on inadequately prepared secondary school teachers. The same philanthropic board financed a separate and detailed study of youth and education in New York State, the *Regents' Inquiry into the Character and Cost of Public Education*. The verdict of these independent investigators corroborated the findings of the American Youth Commission concerning the competency of teachers to give a high-school education related to the life needs of youngsters.

These findings led teacher-preparing institutions, under the auspices of the American Council on Education, to seek aid from the General Education Board for financing an operating agency to stimulate them to modify their existing programs and to undertake innovations calculated to produce teachers capable of ministering to the needs of adolescents living in the 1940's. Thus the Commission came into existence.

The Board provided adequate funds for a five year study that is now at the halfway point. You probably have not heard much about the Commission on Teacher Education except the name. The nature of its work does not call for fanfare and pronouncements. It has no gospel to proclaim. It is coordinating and stimulating experimentation calculated to improve the quality of teachers in its thirty-four cooperating centers. These centers include universities, liberal arts colleges, teachers colleges, city, county, and state school systems. For the same reason that a scientist would have little to say at the middle of an experiment, the Commission has made only brief progress reports. As worth while practices emerge, they will be disseminated to the other teacher-preparing and teacher-using agencies of America.

## III

The Commission's work in college teacher education is not a pioneer venture. It is based on the frontier thinking and crusading of scholars and scholarly organizations that have been active since World War days. Very notable among the list of more or less immutable organizations of scholars that have significantly influenced improvement in college teaching is the American Association of University Professors. Basic work has also been done by the Association of American Universities and the Association of American Colleges; by the several subject-matter organizations, such as those of the mathematicians, the social scientists, and the language groups. Equally salutary work has been done by such societies of professional teachers as those in agriculture, education, engineering, and library science. At one time or another almost every college in the country has engaged in a campaign to improve the in-service preparation of its faculty. These activities have tended to "leaven the lump" of teaching in college.

Individual professors who led these efforts to improve college and university teaching usually failed to receive the plaudits of their more conservative colleagues who insisted that a thorough knowledge of subject matter is sufficient preparation for college teaching. Actually, they often lost prestige with their research-minded colleagues and, in the political terminology of today, were charged with being "appeasers" of the educationists who wanted to reform college teaching. Those who want to improve the quality of college teaching are beginning to reply in kind by labeling as "isolationists" those professors who are indifferent to college teaching problems. I hope the Commission's activities will justify the scars of the veterans by advancing and implementing the ideas for which they fought.

This unfavorable intellectual climate has hampered the practical effectiveness of the pioneer efforts to which I have alluded. To cite but two: the splendid specific report on college teaching by the Mathematical Association of America and the 1933 comprehensive study of the American Association of University Professors suffered more from professional inertia and passive resistance than from any active "sabotage." The teaching *versus* re-

search emphasis of the Mathematical Association of America and the American Mathematical Society has so divided the leadership that the former cannot effectively "say dat." This dichotomy of interests is as great a hindrance to preparing college teachers in physics, English, foreign languages, chemistry, and the social sciences, as it is in mathematics. At the worst it is professional civil war between researchers and teachers, complicated by a guerrilla warfare each camp carries on with the educationists. The fact that representatives of different shades of opinion from the several disciplines participated in the study of the American Association of University Professors tended to lessen this evil and to make the report a salutary unifying influence. Possibly the greatest service the Commission on Teacher Education can render is to make available for current efforts at improvement a coordination and stimulation function similar to that exerted by the report of the American Association of University Professors on the earlier activities of interested scholars.

#### IV

From the beginning, Dr. Karl W. Bigelow, Director of the Commission, has been importuned to undertake activities calculated to improve the quality of college teachers. It was logically and realistically pointed out that the quick way to improve the quality of elementary and secondary school teachers is for graduate schools to prepare college teachers who can educate them in keeping with the demands of a changing society. It was further pointed out that the trend towards more general education, especially in the freshman and sophomore years, for all college students requires college teachers with different preparation to that commonly given in graduate schools. The rapid increase in junior colleges has extended and accelerated the general education movement that is demanding teachers with broad and integrated training. The available trends indicate that in the coming decade most of the new college teachers will find placement in general or teacher education rather than in university teaching and research.

In April, 1940, the Commission called a conference of representative "producers" and "consumers" of Ph.D. product to explore

feasible ways it might aid in the solution of their problems. It was the consensus of the meeting that the Commission could be very helpful by doing three things: first, acting as a clearing house for disseminating information on the promising efforts already under way for improving the quality of college teachers being prepared; second, providing information and counsel to institutions on their specific problems in the preparation of college teachers; and third, discovering for the benefit of the graduate schools the characteristics desired in teachers by college appointing officers. It was presumed these personal and professional needs would even-tuate from the in-service growth program of the college.

Working under these three mandates and responding to specific inquiries, during the fall semester I have visited most of the leading graduate schools of America. Through joining with Stanford, Colorado, and Texas Universities in sponsoring three regional conferences I have been able to have first-hand contact with the problems of a greater variety of colleges and universities in the seventeen states represented.

## V

The time allotted this paper permits no more than a listing of the major types of activities universities are undertaking in an effort to improve the quality of doctorate product they are producing. Chicago and Stanford Universities are conducting studies of the occupational status of persons to whom they have awarded the doctorate, in the expectation of learning about needed modifications of the graduate school program. Johns Hopkins and several other universities are engaged in restudying their procedures for admission to the graduate school, stressing a more strategic use of fellowship and similar graduate aid funds. The University of North Carolina is planning some experimentation in giving teaching assistants a more genuine internship in college teaching and of providing a modicum of such experience for all prospective college teachers. Northwestern University and the University of Illinois are adopting procedures for awarding the Ed.D. degree that promise to greatly enhance the prestige and usefulness of the degree for giving broad and integrated preparation in academic teaching



fields. Minnesota, Harvard, Ohio State, and Chicago are experimenting with the workshop technique for giving certain doctoral and post-doctoral work. The University of Texas and Syracuse University are innovating with liaison professorships. In most of these endeavors the Commission has had at least a minor part.

Under the leadership of the chapter of the American Association of University Professors at the University of Michigan, the institution is in the process of implementing a significant six-point plan for evaluating the services of a university teacher. The University of California is equally active in a program for improving the faculty while in service. Reed College is developing a distinctive set of criteria and procedures governing initial appointment to and promotion within the teaching staff. Several departments at the University of California, Cornell University, University of Michigan, Purdue University, and elsewhere are spasmodically using student opinion in the evaluation of faculty services. The Commission has acted as a clearing house for these types of activities.

There are a great many departmental efforts to improve the quality of college teacher being prepared. The Johns Hopkins history department is changing from specialized courses in American history to a broad and integrated study of the history of American civilization that will be carried on in three seminars, so planned as to enable students to see our culture steadily and as a whole. The English and Romance language departments at Michigan are experimenting with a rather throughgoing apprenticeship plan for prospective college teachers. The foreign language departments at the University of Wisconsin are providing a college teaching apprenticeship for every student to whom it awards the Ph.D. degree. Wisconsin's mathematics and history departments provide this essential service to all teaching assistants. The University of California at Los Angeles provides an effective apprentice teaching experience in junior colleges for all persons who plan to qualify for that field. It has been my pleasure to see and encourage these commendable practices.

The Commission has initiated two studies in cooperation with the colleges and universities of the country. Most of the 97 schools granting the Ph.D. degree and the 24 that have granted the Ed.D.

degree have furnished us data for a comprehensive study of the occupational status of all persons awarded the doctorate during the 1930's. It is believed that an interpretation of these data for some 25,000 persons over a period of ten years will provide significant leads for graduate schools that want to make their work more functional. Our second study will attempt to elicit from college appointing officers the professional and personal characteristics they look for in appointing or promoting a staff member. It is recognized that adequate characterizations might well become the general pattern for broadening the nature and scope of graduate preparation to be more in keeping with the demands made on neophytes when they are admitted to or promoted within the profession of college or university teaching.

Within the limitations of a "shoe-string" budget, the Commission on Teacher Education will be glad to cooperate with any interested organization of scholars, any university, or any individual that seeks its counsel on college teaching problems.

## ENROLLMENT AND ETHICS

By MERIBETH E. CAMERON

Western Reserve University

In these days of diminishing endowment yield, many colleges and universities have ceased to believe in the traditional consequences of the invention of a better mousetrap. They are no longer disposed to continue in solid virtue, assuming that students will find a way to their doors. Armed with field representatives, picture books, and scholarships, they join in the strenuous competition for additional students whose tuition fees will help to neutralize the shrinkage of other forms of income. An increased enrollment is cause for rejoicing, a smaller one, for dismay. This application of a quantitative rather than a qualitative standard is not apt to be confined to the matter of the institution's total enrollment; it readily becomes a yardstick by which to measure the usefulness of each individual instructor. The faculty member who can persuade many students to sit before him is in line for continued employment and even for promotion: his colleague whose classes are small can sense in the air the judgment that he does not pay his way. "Student load" is a consideration bound to bulk large in the minds of trustees and financial administrators when money is scarce, but it is a consideration full of evil omen for the maintenance of academic standards of ethics in the relationships between instructors and students.

### II

Why students choose the courses which they do select is a problem which the professorial eye hardly dares to contemplate except through rose-tinted glasses. A large class is not, as such, an evidence of brilliant teaching, nor a small one a proof of inadequate pedagogy. Neither, on the contrary, is a large class necessarily the result of cheap truckling to mass student taste nor a small class the consequence of deliberate appeal to the select few. The size

of a class is the result of a number of interacting factors, and quality of teaching shares influence with the nature of the subject matter of the course, the question of whether credit in it is required for graduation or is important in the achievement of some vocational aim, and the like. Take the wholly fictitious and considerably exaggerated case of Professor Smith's class of twenty students in "American Foreign Relations." Why are they there? Two have registered for the course because they have found in Smith a quality of mind and spirit to which they are peculiarly responsive and which makes learning under his tutelage a pleasure to them. Two others are there because they want to learn something about American foreign relations. If Smith is perceptive and sensitive, only these four students will save him from despair about the whole enterprise. Three are in the class because Smith is only in his second year of teaching and is a fraternity brother. Two girls have enrolled because Smith is young and unmarried, and they have altogether inadequate ideas of instructorial salaries. Four are there because survivors of the course have assured them that it is fairly interesting and not too hard. Three have picked "American Foreign Relations" because it was the only course scheduled at that particular hour to which they did not feel a positive aversion. Others are "taking" it because their faculty advisor seemed to favor the course, and, having maneuvered him into approving certain rather peculiar elections, they considered it advisable to follow his wishes on this point. Even granting the existence of such an assortment of motives as has just been suggested, there can be no doubt that one of the most powerful influences in shaping student choices in a curricular structure which allows free election may well be the personality and character of the teacher, even more than the subject which he teaches. It is not alone the learning that maketh a full man that has won for most great teachers the affection and respect of their students. The natural manifestation of the personality of a richly informed, vital, and mature scholar is one of the greatest means to grace yet provided for undergraduates. One of the grave dangers of the quantity standard for judging faculty effectiveness is that it may encourage a shift from honest expression of individuality to conscious and artful devices to lure in customers.

### III

Even without the pressure of financial emergencies, the delicate and subtle ethics of faculty relationships with students are in constant danger from a certain superficial and plausible resemblance between the classroom and the theater by which both students and teachers are often misled. Students are inclined to think of themselves as an audience, of the lecture platform as a stage, and of the instructor as a performer whose business it is to entertain them and make them "like the course." Perhaps conditioned by the Hollywood star system, they lose sight of what is being presented to them in their intense interest in who is presenting it and how. The language of the matinee idol worshipper comes easily to them. "Johnson is perfectly wonderful, my dear. He's so profound! I can't understand a word he says." "Gee, Miss Green is cute." The faculty members themselves are not always proof against this theatrical illusion. Many of them are as avid for applause and admiration as any actor. Some see themselves as engaged in a popularity contest with their colleagues and consciously employ an efficient sales technique to increase the numbers and enthusiasm of the consumers of their academic product. Examinations and grades do intrude to suggest that basically the relationship is not that of player and audience, but even this periodic reminder of the instructor's functions as judge does not altogether dispel the illusion.

Worried trustees and administrators compelled to find economies which will eliminate deficits may only too easily contribute to accentuation of these vulgar impulses which are always present in the college atmosphere. They may conclude that the financial situation necessitates an operation on curriculum and staff. Fewer and larger classes will be offered. All classes in which there is not an enrollment of, say, ten should be eliminated. Those members of the staff whose student load is light will either have to go or be sentenced to routine work in the basic courses. This sort of cure for financial ills may help to balance the budget, but it puts before the sometimes none too robust academic conscience temptations which are difficult to resist and which, if yielded to, may hasten the process of transforming the student from an apprentice into

a sales prospect. If very small classes are in danger, then every instructor will hope to make his favorite classes larger, even if that means that other instructors' classes must become correspondingly smaller. The proper standards of his craft dictate that his primary concern should be for the welfare of his students, but self-preservation suggests the urgency of recruiting students to serve his interests. The consequences are likely to entertain the malicious bystander and to distress the advocate of scrupulous and considerate dealings with students.

#### IV

Students are quick enough to catch their fellows in "apple polishing," but they incline to see the faculty in two dimensions only and are less apt to recognize Professor Black's new joviality for what it is, an effort at faculty flattery of students. Consider Black's position. His general field of scholarly activity is the study of the prehistoric cultures of the Near East. His advanced courses are not, in the very nature of things, overcrowded. Whether the particular institution in which Black is teaching should have employed a specialist in this branch of knowledge is a matter beyond the scope of even this very random inquiry. There he is. His pet course is one in "The Neolithic Cultures of the Near East." There are never many registrants, but the course is Black's particular joy. Here he can delight in a sense of expert knowledge, mastery, and ability to be of real help to students, sensations which do not accompany his performance in the general freshman course in "Europe since 1500" in which he has to earn part of his bread and butter. If small classes are to go, out will go "The Neolithic Cultures of the Near East" and perhaps Black himself with it, unless the course can forthwith increase its registration to ten or more. If it could only be put on the required list for business administration, secondary school teaching, civil engineering, dietetics, occupational therapy, or national defense, all would be well. With no possibility of tariff protection of this sort, deliberate recruiting is the devil's alternative. Here the elementary moves are obvious and are unfortunately already being made by



some of Black's colleagues. One of them has even called in some of his student familiars, has told them that he needs a larger enrollment and has implied that rewards will follow the production of new registrants. Black has heretofore very properly scorned such tactics. He has always genuinely liked many of his students, an affection which those who have come to know him well have usually reciprocated. He has been a bit shy of students in the mass, however, and has little talent for self-display. Now something must be done. His favorite courses, in the educational value of which he honestly believes, are in jeopardy, and even his very job, in a time when jobs are not plentiful, may be at stake.

Mrs. Black will have to be ready for the appearance of students at tea or supper at no notice at all. Black will have to be very affable to even the worst idlers in the class. What about the students who, in order to ingratiate themselves with Black, ask his advice on their selection of courses for the next semester? Adams is enrolled in Professor Black's course in paleolithic cultures. He's worth a feeble "C-" at best. A day or two before the final he comes to see Black. He has developed a keen interest in early man, never enjoyed anything in school so much before. Does Professor Black think it would be a good idea for him to take Dr. Jones's course in the Bronze Age next semester? Black is very helpful. Jones is an excellent scholar, but, of course, he's really at his best in the chalcolithic period. Black would not think of urging his own course for personal reasons, but has Adams considered the possibility of taking Black's "The Neolithic Cultures of the Near East?" His work in the paleolithic course will give him an excellent background for that. Adams registers in the neolithic course and, incidentally, gets a "C" in paleolithic. Black is disgusted with himself, with the administration, and with Adams, but his fears tell him that the recording angel on the finance committee will not distinguish between Adams, who has barely enough brain power and energy to get by, and a really brilliant student. Thanks to the admission committee they are both students in the college and as such are equals in the eyes of the budget. A sufficient number of malleable "C" hunters like Adams and Black will have his registration of more than ten.

## V

This is caricature to some degree, of course. Moreover, out of rumors of economies, good too may come. The threat of curricular changes and staff reductions may act as a powerful stimulant upon somnolent faculty members who for years have managed to sleep and feed at once. Many a course may be newly brushed and scrubbed and clothed in the hope of attracting more registrants. But, even with such blessings as these, any crude acceptance of the idea that the greatest good for the college is increase in total enrollment and that the most notable achievement of the teacher is a large registration in his classes is bound to bring with it more evil than good. Under this philosophy, neither the college as a whole nor the individual instructor can maintain admirable standards. They become merchants in a highly competitive market, where the customers are always right. Nothing is finer and more honorable than friendly and sincere relationships between faculty and students: nothing does more to make a college a real place of learning. Rewards for mere showmanship and deliberate student-getting tend to the degradation of this honorable relationship and thereby endanger the quality of American education. In many institutions economies are imperative, but the standards employed in effecting them must be mature and subtle ones if the ultimate cost is not to be greater, both in quantity and in kind, than the immediate saving.

## THE UNIVERSITY AND THE WORLD SITUATION<sup>1</sup>

By R. A. KENT

University of Louisville

At almost the identical date of the school year's beginning in 1939, Hitler began his European conquest. From then until June 30, 1940, events moved like an ever-widening cyclone until by the end of the school year the colleges and universities of this country were within the periphery of the storm. They now find themselves in the midst of conditions which are ruled largely by a widespread though vague fear, and which react toward restricting their normal procedures by a marked tendency to set definite limits to what either students or faculty members or both should be permitted to say, especially upon moot current issues. The institutions are becoming the object of concern of many persons whose fears are stirred by any utterance or act which in their judgment is improper. Attention is being focused upon the educational institutions as is not done under normal conditions, and they are being criticized, even condemned, by some for matters which would ordinarily pass unnoticed, even though they were matters of common knowledge.

This is a situation widely prevalent over the country. It was increased in its principal phases as emotions became more irascible through controversies incident to a national political campaign and continues sensitive to the ever-tensing international conflicts. It is therefore most opportune that we examine this situation now with all the deliberation at our command, as a means of precaution for college and university welfare.

Present controversies about colleges and universities do not concern what their part shall be in an emergency program, or whether they will cooperate properly with appropriate governmental agen-

<sup>1</sup> Reprinted from *The Journal of Higher Education*, Vol. XII, No. 1, January, 1941.

cies. The issue debated is almost always one involving the question of freedom of speech.

So much has been written and spoken about freedom of speech that to say any more might seem superfluous. In spite of that fact it is important to the issue under discussion here to point out some features particularly pertinent to it.

Freedom of speech is one of the greatest of the civil liberties guaranteed under the national constitution. While no legally constituted liberty exists without limits, there are those who would use this constitutional guaranty as a shelter for individual license. The effect of such action is that others, fearful of the results that are liable to come out of such abuse, attempt to set arbitrary limits upon the liberty. Rightly, therefore, free speech is neither to be indulged in excessively nor to be restricted unduly. Both those who seek its use and those who seek its limitations should in due fairness recognize that a tremendous responsibility goes with the exercise of activity in either of these directions. This consideration is one of special import in times like these.

## II

There are three freedoms indispensable to the life of a university. One is the freedom of the teacher to seek after and to teach the truth as he sees it in the field of his specialty. For any authority, within the institution or without it, to limit the teacher's activity in either of these directions because of disagreement with him, or because of fear of the effect of teaching the truth, or for any other reason, is nothing less than authoritarianism. Such a restriction was one of the first that Hitler imposed in Germany after ruling power came into his hands. It is inimical not only to genuine education, but also to democracy itself. It is the antithesis of democracy. Not only does the truth set one free; the truth alone can give freedom—nothing short of it will answer. Therefore there can be no real freedom till truth is found and taught.

But this freedom should have some conditions placed upon it. One is that as infants should not be fed raw beefsteak, so learners should be taught in terms of their ability to understand and to assimilate the truth. There is the other extreme also which should

be guarded against. As a milk-fed, confined chicken produces only light meat, so mental food can be so weak as to fail to produce minds of strength.

Another condition is that this freedom gives no faculty member the right to use it or his position as a crusading ground for any pet idea, even in his own subject. He should not introduce into his teaching controversial matters which have no relation to his subject. His solemn duty is to present his subject as fully and in as unbiased a manner as he is capable, though not to the exclusion necessarily of expressing his own views and his reasons for them.

A third condition is well expressed in the words of a report adopted last January by the Association of American Colleges:

The college or university teacher is a citizen, a member of a learned profession, and an officer of an educational institution. When he speaks or writes as a citizen, he should be free from institutional censorship or discipline, but his special position in the community imposes special obligations. As a man of learning and an educational officer, he should remember that the public may judge his profession and his institution by his utterances. Hence he should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that he is not an institutional spokesman.<sup>1</sup>

The second freedom indispensable to a university is that of the student to learn. For him to be able to learn only what some one wants him to know is another expression of authoritarianism. Lothrop Stoddard, visiting in Germany from October, 1939, to January, 1940, quotes Bernard Ruse, German minister of education as saying to him, "All forms of education have one aim—the shaping of the National Socialist human."<sup>2</sup> The molding of the German individual from babyhood on is well attended to by seeing that he is taught what the "party" wants him taught. There are always some who want similar procedures even in America. In

<sup>1</sup> Wriston, Henry M., "Report of the Commission on Academic Freedom and Academic Tenure," *Association of American Colleges Bulletin*, XXVI (March, 1940), pp. 106-107. [Quoting from statement of principles agreed upon by representatives of the Association of American Colleges and the American Association of University of Professors.]

<sup>2</sup> *New York Times Book Review*, July 4, 1940, p. 9.

the present national agitation that number is considerable. To exercise that restrictive function is to begin operating the first principle of fascism.

There is nothing more important to a university than for its students to have all the legitimate avenues of truth open to them. How can we expect the young men and women of today to deal successfully with the problems of tomorrow by teaching them that only yesterday should be copied; today is wrong; and tomorrow is to be shunned? Tomorrow is inevitable. To help prepare them to meet it is the supreme obligation of the university. For them to do their share in this preparation their minds must not be chained to the pattern of yesterday, but free to take a frank look at tomorrow.

The third freedom indispensable to a university is that of the public to criticize. This is the freedom most infrequently mentioned and least understood. Abraham Lincoln in his first inaugural address said, "This country, with its institutions, belongs to the people who inhabit it. Whenever they shall grow weary of the existing government, they can exercise their constitutional right of amending it or their revolutionary right to dismember or overthrow it."

If this statement is true when applied to the institution of government itself, how true must the principle underlying it be when applied to any social institution operating under the government. Just as significant as the statement itself, however, is the fact that Lincoln did not let his belief deter him from defending to the limit the form of government which he believed to be right.

### III

In a democracy civil privileges guaranteed under law are not reserved to a few; they are for all. Freedom of speech is as much a right of the public as it is of professors. By the same token the foundational restrictions applicable to its use by the one are justly as applicable to the other. If one party has no right to debase this freedom into license, whence does the other derive such right? Why give any greater credence to exaggerated, irresponsible statements from one source than from the other? Yet one shudders to contemplate what would happen if statements were made by



members of the faculty which were as untrue, as groundless, and expressed with as much abandon as some that are made against the university.

Practically, however, it is extremely difficult to maintain the proper parity in this matter. It is the idea of the man on the street that the university faculty member should speak and act carefully or he deserves discipline, and if he persists in his independence then he should be dispensed with, but that the public can go on expressing itself without any brakes being applied.

Or can it? The real answer depends largely upon the attitude of the institution's management toward complaints against it, and upon the method used in dealing with them. Without question the safeguarding of these three freedoms is the management's most solemn obligation toward the university. It is the custodian of the institution, the final trustee of not only the latter's material and educational, but also its spiritual assets. If it will not defend the institution, who can be expected to?

It is particularly the last-named freedom, that of the public, which is difficult to maintain and at the same time not permit it to become a serious handicap to the institution. This freedom, along with the other two, is a part of "the American way," "the democratic method." It is this way, this method, which is paramount. The very essence of democracy is method. The method by which such complaints are handled, therefore, is of outstanding importance to perpetuating democracy itself.

It would seem that in situations involving the university and the public a simple yet fundamental principle of evidence should be followed. Any complaint should state in the most definite terms possible: exactly what is criticized; the time and place of the occurrence; and the person or persons involved. Information should be submitted in writing, and signed. Such a procedure would seem justified in the interest of the larger public itself, which has every right to know the truth about its institutions and does not wish to be misled by any of its own overzealous members.

To give credence to rumors, to indefinite accusations, to reflections upon personal or institutional integrity is to give encouragement to gossip mongers and unconsciously to assist those who by innuendo would do injury to the university. To require such a

procedure as is recommended here takes courage, but it is statesmanlike and it certainly offends no genuine friend of the university.

The suggestions are made not to call attention to possible derelictions on the part of university governing boards and administrators, but rather to reiterate the dangers in the present situation and to point out means at hand for defense of the university, just as in material ways the national government is doing for the country as a whole; for we are compelled to admit that there are those who are not friendly toward the first two freedoms, and that some are on the watch for any excuse which seems to levy undue restrictions upon them.

The immediate future for American universities is fraught with gravest dangers in these times of public fear and hysteria. Experience in this country from 1917 to 1919 clearly demonstrated that the first casualty of war is reason itself, and that even universities are not immune to such losses. Witness the case of a professor, dismissed in 1918 without hearing from one of the largest state universities under the accusation of being pro-German, reinstated by the same institution in 1938. We are not in a war, as we were then, yet many of the worst warlike factors are at work now, as they were then.

#### IV

But, someone may well ask, Why is it so important that a university be free? One reason is that without appropriate freedom universities die. This statement is amply supported by the history of the world's universities from the time that the first ones were set up in Greece, up to now. Among the greatest universities of all time have been the Greek, the Byzantine, the Saracen, the German, and the English. The Greek, Byzantine, and Saracen groups have come and gone, after making permanent contributions to the world's progress.

There is strong indication that at this very moment the German universities are definitely passing out, that they will not survive, that the best which can be hoped for is that at some time in the future there will be other German universities to compare favorably with those that are now dying, for the conditions in Germany

today closely parallel those attending the passing of the other illustrious institutions of higher learning. Today German universities are not free to search for truth or to teach truth. Membership on their faculties depends upon race and service to the national party. The same conditions attend the admission of students. "They are selected, not according to ability and intelligence, but almost exclusively for 'political reliability.'" Furthermore, "the number of college students has been cut to a very low figure." College education is reserved for a small, arbitrarily selected group, and the number of colleges is constantly diminishing. "Faculties are closed or merged, teachers dismissed, and their places left vacant, scholarships abolished."

If the blueprint of the gradual fading out of the world's earlier universities in earlier periods had been adopted as the present plan of Germany, the eclipse of the universities which have flourished there for five and a half centuries could scarcely have been more effective. While an institution of higher education is a social institution and must render genuine service to the state to justify its existence, history is adamant in its judgment that when the university is made subservient to the state's narrower purposes, the university dies.

A second reason why the university should be free is that it is an essential part of a democratic form of government. It is a striking fact that the three greatest presidents the United States has had were ardent supporters of higher education. Washington worked for a national university to be located in the nation's capital. Jefferson drew up the plans for the University of Virginia, his own state, and in doing so displayed a penetration of vision as to the scope and function of a true university which was more inclusive than that possessed by some educators today. Lincoln signed the first law appropriating Federal funds to state colleges of agriculture and mechanical arts.

Democratic "government is only a tool which we have invented and which we ourselves have constructed." ". . . all phases of economic life are properly matters for public consideration. . . ." "It is as important to have a clear idea of government as it is to have a clear idea of economic life." "We do not create government, but *governments* ranging all the way from library boards and

county school directors to municipal and state governments and our powerful and complicated national government."<sup>1</sup> Yet the general form is democratic; it depends for its major decisions of policy and administration upon the voice of voters. The information which is needed is, therefore, stupendous. Business men now need it; workers need it; investors need it; consumer buyers need it.

The best centers of training persons to secure such information, to interpret it, and to organize it for those who need it, are and will remain the universities. This statement is true whether the question at issue is one in the field of applied science, or if it has to do with abstract questions of theories and forms of government.

## V

In the days that lie ahead of us the need for universities in America will be greater than it has been at any time in the past, or than it is at the present. Whatever the outcome of the present conflicts in Europe and in Asia, the world order will change. International trade, monetary systems, commercial exchanges—economic relations of all kinds will not return where they were. There is never a "return to normalcy" after great world upheavals; there is always a substitution of something different. The future in these respects is now, it is widely admitted, the least definable that it has ever been.

Europe until recently "was made up of nations with which the United States has had reasonably friendly relations for one hundred and fifty years." The present relations to a large part of that continent are hostile, although not openly belligerent. Similar difficulties confront us in Asia. At present,

it appears just as unlikely that a mutually acceptable formula can be worked out with Japan to govern future relations with Asia as it does that such an arrangement can be effected with Germany and the Soviet Union for future relations with Europe.<sup>2</sup>

<sup>1</sup> Lyon, Leverett S., and Abramson, Victor, *Government and Economic Life*. Washington, D. C.: Brookings Institution, 1940, p. 5. (Brookings Institution Pamphlet, No. 22.)

<sup>2</sup> *New York Times*, July 6, 1940, p. 6E.

When the world conflicts have died down there will be new ideas about forms of government and of social organization pushing themselves to the front, for the present fight is one of ideas as well as men and machines. Ideas are more permeative and their invasion less easily fought against than armies on sea or land or in the air. Developments of this character following in the wake of the World War resulted in what is present today in Russia, in Italy, and in Germany. They registered in France, in England, and in the United States. Not that similar ones permeated all these countries; merely that each country was pervaded, and in some existing governments were overthrown by ideas radically different from those which previously prevailed.

There will also be the painful readjustments to be made to a new peace-time régime with its attendant sag in the vast range of manufacturing for the military and in employment in that area. There will be a huge national debt. Of necessity there will be a major shifting of industrial activities. Unemployment and economic depression will be in the offing.

## VI

But we need not cast our observation so far into the future. The present holds problems, some old, some new, which challenge all the skill and imagination that the best minds can summon in the best universities that can be maintained.

In the first place there are grave domestic problems yet unsolved, particularly those in which young people's welfare is at stake. Nowhere is this put more clearly than in a statement by the American Youth Commission.

One of the saddest aspects of the present situation is the number of people who are giving highly vocal support to conscription for the purpose of defending democracy, but whose attitude toward social reform is one only of contempt. These are the people who have not yet learned that democracy will not be aided, and that the salvation of this country will not be advanced, by the conscription of life that is underprivileged and unhopeful. This country can only be defended enthusiastically by people who expect just treatment from it.

Under any circumstances, war is a hateful thing. At this stage

in the world's history, the necessity we are under to raise a great army is nothing less than tragic. We must face the realities of our situation, but we must face all of the realities, including the very pressing question as to whether democracy is willing to be sincere about its own purposes to the extent of effectively carrying out the things for which democracy stands.

In this country there are now probably 4,000,000 young men and women out of school, in need of jobs, and totally unemployed. Other millions are in part-time jobs or marking time in schools or on the farm. For these young people the fundamental conditions of real freedom do not exist. We have taken away liberty by allowing conditions to exist that deny liberty. We cannot say that these young people are to achieve life and liberty only by struggling successfully as individuals from a morass for which we are all economically, politically, and morally responsible.

These youth must feel that they have a stake in our country. In some field of labor, whether private or public, they must find a worthy opportunity to work in a manner commensurate with their powers, with a return sufficient to sustain life and the institutions of marriage and the home, and to secure advancement in responsibility and in the esteem of their fellow citizens. In view of present world conditions, it is quite possible that for these youth the conditions of real freedom will never exist unless they are deliberately planned and formulated with relentless perseverance by members of the older generation who now control the economic enterprise and the government of our country.<sup>1</sup>

In the second place this nation is about to launch upon a policy radically different from the one followed up to now—peacetime conscription on a nation-wide scale.

So far as the immediate future can be judged, this country's only fixed policy will be armament, probably to lengths the administration has not yet begun to indicate. That, in itself, represents a profound psychological readjustment already, but the process has only begun.<sup>2</sup>

This is the statement of a leading military authority. What are some of its implications?

<sup>1</sup> American Council on Education, American Youth Commission, *Youth, Defense, and the National Welfare*. Washington, D. C.: American Council on Education, 1940, pp. 8-9.

<sup>2</sup> *New York Times*, July 6, 1940, p. 6E.



## VII

They are not only psychological, but political, economic, and social as well. The project planned is so vast that, once adopted, this nation will enter a new epoch, the results of which will be decisive for indefinite generations. As the leading European nations have had for many years, we shall have two classes of men: those who have "seen service" and those who for some reason have not. Will the first be considered of more value to his times? Will anyone be classed as a "second-rater" because for any reason he did not serve?

What will be the effect of this system on vocational selection and adjustment of young men? Is this to be the one thing certain for them? Must they serve their military time before they can be preferred for gainful employment?

What will be the effect of a compulsory national military system upon freedom of thought and its companion, freedom of expression? How will it affect the schools from the primary school through the universities? How will it affect the churches? The chief distinction between national socialism in Germany and democracy in America is that the former employs the method of unrelenting authority, the latter that of open discussion. Or as William James said, "The essence of democracy is the common management of common things." This is a condition incompatible with the essence of the military order.

Are we really at a turning point in the American way? Are we about to adopt a model different from that acclaimed on July 4, 1776, and confirmed later by the adoption of the Constitution of the United States? "Fashion, music, our magazines, our movies, the Sunday sermon, the toys of our children, art and literature—not a single province, thought, and endeavor will be left untouched by the new militarism."

In the realistic struggle in which we are engaged at this moment a fundamental issue is whether the dominating mode shall continue to be that of free discussion or one of imposed authority. If in this period that lies just ahead of us free discussion is to continue, then universities must not be compelled to abide by the dictates of anyone, individual or group, which holds to one point of

view, old or new. They must be free to seek the truth and to announce it as they find it.

If this privilege does not continue to be accorded to universities, if the military influence, or a party, or a chamber of commerce, or any other organization can succeed in having its particular brand of idea taught as the one to be accepted, we shall then be under fascism. Then authority, not free discussion, will be the method; dogma, not truth openly arrived at, the result.

A total war is as much a matter of ideas and emotions as it is of mechanical weapons. . . . Must we then mobilize and conscript opinion as we do soldiers, industrial capacity, and wealth? Must we renounce freedom of the press and opinion, and put dissenters in prison or concentration camps? Must we install a one-party dictatorship?

Military censorship is obviously necessary, in the sense of keeping from the enemy such facts and plans as can be held secret and would be of advantage to him. Beyond this, the suppression of ordinary civil liberties weakens democracy as much in war as in peace. This has been illustrated in Britain and France during this war. Britain maintained her free institutions, except for action against actual traitors and spies. The result was that public opinion was able to discover the dilatory and lax methods of waging the war, and overthrow the government responsible.<sup>1</sup>

France carried censorship to the limit from the start, and inefficiency and treason flourished.

We have already begun suppressive legislation in the act requiring aliens to be fingerprinted and registered, in the act passed by the House of Representatives legalizing wire tapping by the Federal Bureau of Investigation "in combating sabotage, treason, espionage, and violation of the neutrality act,"<sup>2</sup> and in the provision in the naval construction bill passed by the Congress last June and signed by the President, and again appearing in slightly modified form in September, which gives the President power in time of peace to seize and operate any manufacturing plant which the Secretary of the Navy reports is not sufficiently cooperating with the government.

<sup>1</sup> Soule, George. "The Political Price of Preparedness," *New Republic*, CIII (July 29, 1940), p. 168.

<sup>2</sup> *New York Times*, August 7, 1940.

Gandhi is reported to have said recently that you cannot have democracy and violence; that democracy is a drag and hindrance to nations committed to war; that if nations are going to fight, let them give up democracy because they cannot keep it anyway.

The greatest danger which confronts democracy in the United States in its attempt to defend democracy is not military attack by Hitler or Nazi "fifth column" activities. It is whether we as a nation shall be able to do the undemocratic things we seem about to accept, and still preserve democracy. Just as conscription is always applied first to youth, so the restrictions of civil rights tend to find their first applications in the institutions where those youth are in greatest numbers—in colleges and universities. In the name of democracy, which is our national model; in the name of universities, which are inseparable from democracy at work; in the name of youth, by whom the democracy of tomorrow is going to be built—universities are and of a right ought to be free.

What, then, shall we do now? The most important thing for the university to do unquestionably is to continue in the best way possible to see that its regular educational functions are carried on. As new conditions arise they should be faced with courage and vigor to the end that the university discharges its duty to the community and to the nation. Let us renew our pledge to serve the welfare of the men and women, young and older, who by enrolling in the university express their confidence in it. Let us continue to strive for the maintenance of those conditions without which a university is one only in name, but not in fact, an institution genuinely representative of true democracy.

# WHAT THE PAST DECADE HAS TAUGHT US<sup>1</sup>

By C. C. ECKHARDT

University of Colorado

The decade 1930-1940 has been a period rich in events. The nature of these events and their effects on our social philosophy have forced us to take stock of our basic principles and to begin to consider their adequacy for the present crisis and possible future trends. Let us first enumerate the outstanding happenings that have crowded the record of the past ten years.

## II

We have had the worst depression in all history, resulting in the abandonment of the gold standard, which for many decades was regarded as the soundest monetary policy. As a substitute we now have managed currencies. In this decade we have had the most elaborate social relief program in the history of all countries. In many lands ten per cent or more of the total population have received food, clothing, and shelter at public expense. Excessive surplus crops in some countries have undermined the economic stability of those countries, while other regions have suffered for lack of food.

There has also been developed the most thoroughly planned socialist or communist program in all history; I refer of course to Russia with its first, second, and third five-year plans. In Italy and Germany reactionary ideologies have been formulated and put into practice; this has resulted in a challenge to democratic civilization, thus far commonly accepted as giving hope for inevitable future development and expansion.

There has occurred the most unprincipled aggression in modern

<sup>1</sup> The substance of an address which was delivered on December 3, 1940, before the Association chapter at the University of Colorado.

history, that of Japan, Italy, and Germany. There have been undertaken the most radical plans for revolutionary changes in world dominance, the planning nations being Germany, Italy, and Japan. Spain and Russia have been invited to participate in the loot, the main aim being the destruction of the British Empire, or permission for it to exist as a second-rate power moving in the orbit of the Fascist totalitarian states.

These aggressive plans have resulted in the Second World War (September, 1939-), the so-called *Blitzkrieg* that has already changed the status of many powers in Europe. Since 1938, thirteen European countries have lost their independence to Germany, Russia, and Italy; two others, Hungary and Roumania, are under German dominance. Still others, Greece, Yugoslavia, Bulgaria, and Turkey are threatened.

France, one of the great powers, and one of the leading democracies of modern times, has gone down in sudden and humiliating destruction at the hands of the most highly mechanized army in all history. Although there was evidence of some internal decay before May and June, 1940, for lovers of democracy her sudden defeat was shocking.

This decade has shown the greatest slump in international law and international morality in modern times. Treaties are no longer sacred obligations. Any promise may be abrogated without notice at the will of the maker. One of the most widely read books, *Mein Kampf*, advocates the telling of lies, the bigger the better; all this is a recognized part of national policy. For carrying out such policies one is not condemned but extolled as being virtuous and patriotic.

This decade has witnessed the greatest refugee problem in the history of Europe and Asia. Thousands have fled from Fascist Italy, millions have fled from National Socialist Germany and the countries she has conquered. Sixty million Chinese have fled from the coast provinces taken by Japan in the last three years.

The ruthless dislocation resulting from the war in Europe and China leaves tens of millions facing the pangs of hunger, and the threat of disease following undernourishment and inadequate shelter.

It is a decade since the United States Congress enacted the

Hawley-Smoot tariff, the highest protective measure in our history. This law has provoked the raising of the highest tariffs everywhere else in the world, all in a spirit of retaliation. Such practices have been a cause of much of the distressing ill will of our age; they have also been a factor in producing the most highly developed system of barter in all history.

We can take satisfaction that, in this decade of ruthless totalitarianism, the United States has held three free presidential elections, and that in the last we broke a time-honored tradition and elected a president for a third term. We did this in the face of an expressed fear that such action would lead to a dictatorship. We evidently feel that we have a functioning democracy.

The United States has recently also broken its tradition of isolationism. We are doing much to establish improved relations with the Latin-American states; since the Havana Conference (July, 1940) we have plans for the common defense of this hemisphere against the possibility of totalitarian aggression. We have entered mutual defense arrangements with Canada and Great Britain with reference to the Atlantic and Caribbean, and we are considering mutual defense plans in the Pacific with Great Britain and Australia. The United States has also broken tradition by establishing peace-time conscription, though it must be recognized that in spirit we are already an ally of Great Britain and her dominions in their struggle against Germany and Italy. We have also appropriated money for the building of the greatest navy in all history. We are striving to make our war preparations as effective as possible in this critical world situation.

### III

These are some of the happenings that have made this decade, 1930-1940, rich in events. They might easily make this the most significant and most catastrophic decade in history, though future decades may be even more disturbing. However, this does not complete the list of doleful events. I neglected to say that the League of Nations closed its doors in June, 1940. This League gave promise of success in the previous decade, even though the United States failed to enter after having been the most powerful



factor in its inception. But the great powers, Great Britain, France, and Italy, failed to support it and use it when it needed to be used and to function most.

It should also be mentioned that this decade was unfortunate for religion. In Russia all religions have been scorned and persecuted. In Italy and Germany, where religion was more formal than spiritual, only a few leaders have resisted the curbing influence of the totalitarian states. The Papacy, the longest lived religious institution in history, pleads often but fruitlessly for peace. All over the world both Catholic and Protestant churchgoers observed a world-wide day of prayer for peace on September 8, 1940. However, this action was followed by an intensification of war. Both Catholic and Protestant churches seem powerless to exert a constructive social and international influence. We are in an age of the most intensely developed nationalism in all times. This has been accompanied by the most extreme racialism and mistreatment of minority peoples that has ever been known in recorded history as to intensity, numbers of victims, and geographical areas involved.

Since the great economic crash in 1929 it has been more manifest than ever that capitalism is a declining institution, that it cannot function adequately in a time of national and international stress. The collectivist efforts of Russia, the fascist interference in economic life in Italy, Germany, and Japan, the numerous efforts elsewhere to bolster up the old economic order through plans that are akin to the American New Deal all mean that the free enterprise of capitalism is and probably will remain a matter of history. The longer the present war lasts the more necessary will it be for belligerents and such neutral countries as survive to increase the regulation of economic life.

#### IV

With these events and tendencies crowding the annals of the past ten years, what shall be our attitude toward the future of mankind? If the present unsatisfactory state of affairs is not to prevail indefinitely, or get worse, if the problems that have caused the present world situation are ultimately to be solved, what are the

patterns of the future that we must formulate with conviction and assurance? In other words what has this tragic decade taught us?

What is said here is the author's personal view, but it seems necessary to consider not merely how the totalitarian powers can be stopped, but how repetitions of the present tragedy can be avoided.

I am still firmly of the belief that reason is a more effective agent than force in solving political, social, and economic problems. I favor the present American armament and conscription program; but I do so solely because existing circumstances demand it. The United States failed to use the reasonable method by refusing to enter the League of Nations. Now we must use force, or be prepared to use it, to preserve our national independence in the face of totalitarian aggression.

I still believe that world economic, social, and political problems can be solved only through the democratic processes of discussion, using as an instrument some sort of world league. When the present war, World War II, ends, we shall be where we were in 1919-1920, or perhaps in a worse situation. The post-War treaties of 1919-1920 were bad in some respects. But the League of Nations covenant made provision for the rectification of those unsatisfactory features. Unfortunately there was not enough social intelligence, or will to use that intelligence, to employ that machinery and avoid the present catastrophic world situation. If at the end of World War II England goes down, and France stays down, and the United States is alone in facing the Axis powers and Japan, we may wish many times that we had entered the League that might have avoided this present war. I am thoroughly of the conviction expressed by Mr. Charles A. Beardsley, President of the American Bar Association, that "a civilization might be destroyed by unpreparedness for peace as well as by unpreparedness for war."

## V

In the future, if other world wars are to be avoided, there must be joint action to provide for free access to the sources of raw materials on the same basis for all nations, and there should be a full opportunity to export surpluses. This means that ultimately

there should be, if not free trade, at least greatly reduced tariff walls. What we wish is a return to prosperity. It can come back best if there is a great world trade, unclogged by high tariffs, and therefore I feel that Secretary of State Cordell Hull was following a constructive policy when he negotiated reciprocal trade treaties.

I believe that the narrow waterways of the world should be under international control, that is, Gibraltar, the Suez Canal, the Panama Canal, the Straits of Malacca, Skager Rak, Kattegat, the Bosphorus, and the Dardanelles.

I believe that there should be international economic planning as there has been in sugar and rubber production in times past, so as to prevent overproduction. But this should be modified with the statement that I also believe that the industrial and agricultural production power of all nations should be fully used to provide not only *wealthy* nations but *all* nations with an increasing standard of living. By this I wish to imply that ultimately there must be no underprivileged people anywhere in the world, that ultimately every individual will be adequately nourished, clothed, and housed, and that he will have the fullest opportunity for moral, intellectual, and cultural development.

I fully realize that the last few paragraphs portray a long look into the future. But if democracy means anything it must be global in its outlook. If war means anything it means that it is a well organized method of destroying the instruments of supplying the good life that democracy envisions.

If the misfortunes of the past decade are to teach us anything we must have the firm conviction that democracies cannot exist independently and in isolation. There must be a league of democracies that can withstand the attacks of totalitarianism. Such a league of democracies must be ready to act when the initial difficulty arises, and not wait until the weaker democracies have succumbed to the aggressors. If the democracies survive the present attack on their pattern of life there must be a stressing not only of adequate military measures to meet the present emergency but also a permanent ideological consciousness of a better world order in the future. There must be a world order of greater justice that will avoid a repetition of the events of the past decade.

## FROM THE ANNUAL REPORT OF THE GENERAL SECRETARY<sup>1</sup>

To the Members of the Association:

During 1940, as in former years, information concerning the current business of the Association was published in the *Bulletin* or communicated to the membership in Chapter Letters. These published materials I incorporate by reference in this report. Among them, I wish to call your attention specifically to the two Council Records in the April and December issues of the *Bulletin*, to the several reports of Committee A on Academic Freedom and Tenure in the February, June, October, and December issues, and to the accounts of chapter and regional activities. This information is made available to the membership regularly to the end that all who are a part of the Association may be informed of its business and activities. I am aware that not all of this information is of particular interest to every member, but, judging by comments and advice which I receive frequently from the membership, I am convinced that its publication contributes greatly to common understanding and insight which are essential to the Association's welfare and to the professional solidarity which we seek.

On our 1937 Annual Meeting program, there was a symposium on the subject, "What the American Association of University Professors Is and What It Is Not." The viewpoints expressed by the participants in that symposium, subsequently published in the *Bulletin*,<sup>2</sup> were, I think, helpful in clarifying the subject. One of the participants in that symposium was the late Dr. H. W. Tyler, who for seventeen years served the Association as General Secretary. His statement on that occasion should be required reading for all members of the Association at least once a year.

<sup>1</sup> Excerpts from Annual Report of General Secretary presented to the Twenty-seventh Annual Meeting of the Association in Chicago, Illinois, December 31, 1940.

<sup>2</sup> *Bulletin*, American Association of University Professors, March, 1938, pp. 230-248.

On the basis of my four and a half years' experience as General Secretary, I am of the opinion that it would be desirable to have a similar symposium frequently. Judged by some statements made and many questions asked about the Association, both by members and non-members, it is apparent that its nature, purposes, and work are in need of continual clarification. Such clarification is the responsibility of every member. We should, however, not be unduly disturbed by the fact that there are misunderstandings and differences in understanding concerning the Association. We have in our profession those who do not choose to understand the American Association of University Professors. In this connection also, we should keep in mind that professorial trait indicated in Professor Carl Becker's characterization of a professor—a man who thinks otherwise.<sup>1</sup>

There is much to be said in support of Professor Becker's characterization of a professor. It explains part of the strength of our profession. It also explains some of our weakness and *many* of our difficulties. To think otherwise is a wholly admirable trait in a teacher or an investigator, provided there is a concomitant disposition to seek for facts and to scrutinize them carefully before announcing conclusions. There are times when my associates and I are inclined to feel that some of our profession, particularly in speaking of the Association and its work, do not always observe the indicated proviso. My purpose this morning is to clarify some aspects of the Association's nature, purposes, and work which experience indicates are most misunderstood.

In reporting on the work of the Association, it is difficult to isolate any part of it. Like the common law, it is a "seamless web" in the sense that no part of it is separate and distinct from the whole. In previous years I attempted to do so, but without much success. In these earlier reports, however, I spoke *about* the work of the Association. This morning I wish to present some exhibits of actual work evidenced in correspondence and in other written materials, so that you may know what we do and say in definite situations and why. These exhibits will, I hope, contribute something toward understanding of the rôle of the Association in higher education. I have selected for presentation letters and materials

<sup>1</sup> *Bulletin*, American Association of University Professors, October, 1940, p. 509.

dealing with five situations or problems. These I have more or less arbitrarily classified under the following subjects:

- (1) Chapters;
- (2) Our principles of academic freedom and tenure;
- (3) Professional standards;
- (4) The *Bulletin*;
- (5) Relations with other organizations.

### Chapters

Before presenting the specific materials concerning chapters, I wish to speak briefly concerning their rôle in the Association. It is a significant one, but the Association is not a federation of local units. It is a professional society both in character and in scope. Its professional character and scope are inherent in its philosophy and dominate its work both as regards procedures and substance. Experience has made it clear that the influence of chapters is due primarily to the fact that they are a part of an organization which seeks to represent the profession as a whole.

At many colleges and universities isolated faculty groups have little influence in situations in which there are really serious professional and educational issues involved. That is particularly true of situations involving issues of academic freedom and tenure. That is why chapters are advised not to attempt to investigate or to assist in the investigation of local academic freedom and tenure cases. Members of local groups are too close to such situations to view them with the degree of objectivity which the gravity of the controversy may warrant. Moreover, their activity in such cases is quite likely to be misunderstood. Chapters may take mediatory steps to forestall dismissals or to adjust difficulties. This they are encouraged to do, provided such action on their part does not involve any departure from the generally accepted principles of academic freedom and tenure. Beyond that, chapters and chapter officers are not expected to deal with local academic freedom and tenure cases.

---



[Due to limitations of space and other considerations, the correspondence and materials concerning the five subjects indicated presented orally are omitted.]

---

### Conclusion

In the February issue of the *Bulletin*, you will find pertinent statistical data concerning membership and chapters, which will include the figures of new elections to membership, reinstatements to membership, loss in membership by death, resignation, and non-payment of dues, a statement concerning the distribution of membership and a list of chapters and their officers. For your information at this time, I wish to indicate briefly that we shall enter the new year with a membership of approximately 16,000; to be specific, 15,874, which is the largest in the history of the Association and with 315 organized chapters, also the largest number in the history of the Association, an increase of 15 over a year ago and of 50 during the past five years. The Association, therefore, continues to have a gradual and encouraging growth.

In the future, as in the past, whether the Association acts with wisdom will depend upon the character and the ability of the men and women who do its work. I refer particularly to the national officers, the chairmen of the national committees, the members of these committees, the members of the Council, and to the chapter and regional officers and committees. I wish to take this opportunity to speak a word of appreciation of the work of all these during the past year. I wish to speak a special word of appreciation of the work of Professor Deibler, President of the Association, and Professor Laprade, Chairman of Committee A. The Presidency of the American Association of University Professors is much more than an honorary position. It involves significant responsibilities and demands much time-consuming work. Professor Deibler has filled this position during 1940 in a wholly admirable manner. Professor Laprade has completed his fourth year of conspicuously able service as Chairman of Committee A on Academic Freedom and Tenure. In the work of this Committee, in the consideration of the many complaints brought to our attention,

he has been unsparing of his time and has demonstrated a devotion to our principles and wisdom in their application. If we can continue to enlist the interest and the services of men like Professor Deibler and Professor Laprade and their distinguished predecessors, I am confident that the Association will have an ever widening sphere of influence and usefulness in the crucial years that lie ahead.

RALPH E. HIMSTEAD, *General Secretary*

## ASSOCIATION NEWS

### Relations of the Association with Other Organizations

On several occasions during recent years, the American Association of University Professors locally and nationally has been invited to cooperate on various projects with other organizations. Some of our chapters have sought the advice of the national officers of the Association concerning the wisdom, the nature, and the extent of such proposed cooperation. In the spring of 1939, a special committee of the Council was appointed to study the matter of the Association's relations with other organizations. The following statement, formulated by the committee, was approved by the Council on January 1, 1941:

1. The American Association of University Professors has among its several objectives the securing and the maintenance of freedom of thought, of inquiry, and of expression for college and university teachers both in the classroom and elsewhere. Agreement concerning the desirability of such freedom constitutes a large part of the basis for such solidarity of enlightened professional opinion as now exists. The Association is ready to cooperate with any other organization on specific issues to further these objectives for the profession and for higher education in general, subject to the proviso that the procedures and methods utilized by such other organizations in the cooperative enterprise proposed have the approval of the Association.

2. In keeping with the Association's complete professional independence, which it has always scrupulously maintained, any cooperation with other organizations should be *specific* rather than *general* and should take the form of concomitant and supplementary rather than joint action and should always be of such a nature as to make possible a clear and unembarrassed statement of the principles of an independent profession of teachers and investigators.

Illustrations of specific issues concerning which the Association locally or nationally may cooperate with other organizations are: efforts to defeat legislation menacing free speech, free press, free assembly or other privileges preserved to us by the Bill of Rights and having a special relevance to education; campus discussion

programs and forums on matters of current concern to college and university teachers; efforts to achieve greater participation of faculty members in college and university policy formation, and preliminary inquiries intended to anticipate and avoid infractions of the accepted principles of academic freedom or tenure.

3. In any cooperative effort with other organizations, chapters should exercise great care not to take action which is inconsistent with the professional purposes set forth by the national organization or which may be construed to commit the national organization to a policy not already defined. In this connection, chapters should observe the following provision of national By-Law No. 4:

"Chapters should not as such make recommendations to administrative officers of their institutions on matters of individual appointment, promotion, or dismissal. In local matters which would ordinarily come before the faculties for action, members of Chapters should in general act as members of faculties rather than in the name of the Chapter; but the Chapters as such may make recommendations to the faculty concerned."

4. In the investigation of complaints of alleged violations of academic freedom or tenure, the Association through its national Committee A on Academic Freedom and Tenure should continue to act independently of all other organizations except that it may consider any current investigatory action by other organizations in order to avoid possible needless duplication of effort.

### Concerning the Hatch Act

In the February, 1941 *Bulletin*, page 8, there appears the following statement adopted by the 1940 Annual Meeting of the Association concerning the Hatch Act:

The American Association of University Professors at its 1940 Annual Meeting, wishing to support and perpetuate generally recognized principles of academic freedom and tenure, reiterates its conviction that teachers and other scholars everywhere constitute, and should be recognized as members of, an independent profession whose principal function is to search for and disseminate the truth. In that conviction they insist that, although they may in many instances be paid by a state or by the Federal Government, they are not employees of the government in the usual sense. As professional scholars and as educated citizens their search for the truth and efforts to express it should not be hampered by laws

designed to eliminate improper political pressure from elections. Therefore, this Association expresses its concern lest generally recognized principles of academic freedom and tenure be violated by enforcement of the Act of Congress known as the Hatch Act, and urges Congress to modify the phrasing of this Act in order to make it certain that college and university professors in the United States are not to be deprived of the rights that they have always enjoyed to write and speak freely on political subjects and to engage in political activity within the limits of accepted academic tradition.

Also in the February, 1941 *Bulletin* there is a timely and pertinent article, entitled "The Hatch Act and Academic Freedom," by Professor Joseph R. Starr, of the University of Minnesota, which it is hoped has been widely read by members of the Association.

On January 1, 1941 the Council of the Association at its regular winter meeting considered steps that might be taken to bring about an amendment to the Hatch Act to exempt teachers and investigators from its operation (see Council Record, page 269). The General Secretary and the Associate Secretary acted pursuant to this Council action.

On March 3, 1941 a bill to amend the Hatch Act was introduced in the Senate of the United States by Senator Prentiss Brown, of Michigan. The pending amendment (Senate Bill 1025) is as follows:

*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That the Act entitled "An Act to prevent pernicious political activities," approved August 2, 1939, as amended, is amended by adding at the end thereof the following:*

"Sec. 21. Nothing in sections 2, 9, or 12 of this Act shall be deemed to prohibit or to make unlawful the doing of any act by any officer or employee of any educational, religious, eleemosynary, philanthropic, or cultural institution, establishment, or agency."

Members and chapters are urged to consider this pending amendment to the Hatch Act and to communicate their views to their United States Senators and Representatives in the Congress.

### Reduced Postage Rates on Books

The reduced postal rates of  $1\frac{1}{2}$  cents per pound for books will expire on June 30, 1941. This rate has been in effect by executive order since November 1, 1938. A bill has recently been introduced in the Congress to make the present reduced postal rate for mailing books throughout the United States permanent. This bill is now in committee in both houses and has been voted on favorably by the Post Office committee after long consideration. It is expected that it will be voted upon within the next few weeks.

Individual members and chapters of the Association who wish to indicate their interest in the continuance of this low postal rate on books may address their communication to their Senators and Representatives or to the introducers of the bill. These are Senator James M. Mead, Democrat, of New York (Senate Bill No. 337) and Representative Fred A. Hartley, Republican, of New Jersey (House Bill No. 4103).

Members of the Association will recall that the Council took the following action on April 22, 1939, with reference to the reduction in postal rates on books:

It was unanimously voted to commend the action of President Roosevelt in issuing the executive order of November 1, 1938, reducing to  $1\frac{1}{2}$  cents per pound the postal rates on books mailed throughout the United States regardless of zone for a trial period until June 30, 1939, and to express the hope that the Congress will enact legislation providing for the continuance of such reduced postal rates at the conclusion of the present trial period.

This action was transmitted by letter to the President of the United States on May 16, 1939.

### Corrections

In the transition from galley to page proof of the statement, "Distribution of Membership and Record of Chapter Officers," in the February, 1941 *Bulletin*, the University of Wyoming chapter was, through our printer's error, omitted. This error is deeply regretted. The statement is as follows:

University of Wyoming, Laramie, Wyo. Chapter Officers: Ruth Hudson, *Pres.*; L. F. Clarke, *Sec.* Active [Members] 51.



In view of the fact that the account of the Twenty-seventh Annual Meeting of the Association in the February, 1941 *Bulletin*, pp. 5-9, reported all important actions taken, it has been decided not to publish a detailed record of the proceedings as originally planned.

## Regional Meetings

### *Announcements*

Regional meetings of the Association will be held at Duke University, Durham, North Carolina, on May 1, and at Concord State Teachers College, Athens, West Virginia, on May 3.

The annual state meeting of Association members in Illinois will be held on May 10 at the Northern State Teachers College, De Kalb, Illinois, on May 10.

### *Washington, D. C.*

Sixty-four members of the Association located in or near the nation's Capital attended a luncheon meeting on March 15 at the Harrington Hotel in Washington. Representatives came from the following institutions: American University, Blue Ridge College, Catholic University of America, George Washington University, Goucher College, Hood College, Howard University, Mary Washington College, Western Maryland College, University of Maryland, United States Naval Academy, Medical College of Virginia, and Washington College. Members on leave of absence from Brigham Young University and from the University of Missouri were also in attendance.

Following the luncheon, Professor Richard J. Purcell of Catholic University of America, the presiding officer, introduced Senator Elbert D. Thomas of Utah who spoke on "Academic Freedom, with Special Reference to War Time." Senator Thomas is a member of the Association and a former Professor of Political Science at the University of Utah. He stated that the freedom of a teacher often becomes an issue after there has been a conflict of personalities. Political and economic theories frequently are the cause of difficulties between the professor and the administrator,

and in such situations each individual should try not to become emotionally excited about trivial points. A number of people, the Senator said, believe that the country can gain in intellectual accomplishment because of the contributions being made by many of the refugee professors, but that the advantages may be lost if prejudice against aliens is allowed to develop. Among the several preventive attitudes which he suggests to the professor especially at this time are the following: good taste and common sense in the forthright presentation of classroom materials; and adherence to the fundamentals of democracy and truth, democracy of the free mind and free soul.

Professor Purcell then presented Dr. Ralph E. Himstead, General Secretary, who reported briefly on recent activities of the Association. The meeting was then opened to discussion.

The committee on arrangements was composed of the following members: Professors Russell B. Allen, University of Maryland; Theodore Andersson, American University; Richard N. Owens, George Washington University; Richard J. Purcell, Catholic University of America; and Benjamin D. Van Evera, George Washington University.

### Chapter Activities

*Hofstra College.* The newly organized chapter of the Association at Hofstra College, Hempstead, New York, held its first dinner meeting on January 27 with about 30 members and guests in attendance. Dr. Truesdel Peck Calkins, President of the College, was the guest of honor, and received the members' commendation upon his administration of the five-year old college. The guest speaker was Professor Harold Whitehall of Queens College, Flushing, New York, whose subject was "American English."

*University of New Hampshire.* At the February 20 meeting of the chapter, Professor Thomas G. Phillips spoke on the topic, "What Permanent Tenure Means to Me." After presenting a brief review of the Association's principles of academic freedom and tenure, Professor Phillips outlined several responsibilities which he feels rest upon the teacher who has permanent status.

The first is for the teacher to keep himself worthy of the trust implied and never to become lazy because his tenure is secure. Extreme care in any recommendations affecting appointment of others to permanent tenure was his second point, while the third involved the ability to see the justice of a fair dismissal whether it is his own or another's.

*Northwestern University.* The chapter received a detailed report from its subcommittee on salary and tenure at its February meeting. The committee, under the chairmanship of Professor C. R. Goedsche, made recommendations centering around the following points: (1) a salary scale which was proposed after analyzing the present salaries at Northwestern University and at other universities of recognized high standing; (2) automatic salary increases in preference to selective increases; and (3) a tenure plan for the four ranks which is in accordance with the 1940 Statement of Principles formulated and agreed upon by representatives of the Association of American Colleges and the American Association of University Professors. Discussion followed in which it was agreed that the proposed plan represents an innovation chiefly in the establishment of normal increases of salary and a more thoroughgoing consideration of promotions in rank. The chapter voted to approve the report in principle, and to communicate this approval to the administrative officers of the University.

*University of Pennsylvania.* At a luncheon meeting on January 16, the chapter and the University were hosts to a group of eighty educators and students from Latin America who are making an extended visit in the United States. Provost George W. McClelland welcomed the guests, and introduced Professor Arthur Whitaker, Chairman of the University's Committee on the Latin American Institute, who addressed the group briefly. Professor Roland G. Kent, chapter president, presented Professor Roland S. Morris, Professor of International Law at the University, who spoke on "Undergraduate Instruction." He made special reference to the rapidly changing world conditions, and questioned whether students are now receiving the type of education which will enable them to meet life's problems. He suggested a re-

examination of objectives and courses in the social sciences with emphasis on integration and synthesis of materials.

*Xavier University.* The chapter met on the evening of February 14, and had as its guest speaker Professor Harold N. Lee, Professor of Philosophy at Newcomb College of Tulane University. Professor Lee outlined the history and work of the Louisiana League for the Preservation of Constitutional Rights of which he is the president.

### Representatives

The following members represented the American Association of University Professors on the occasions indicated:

A. L. Keith (University of South Dakota) at the inauguration of Dr. Joseph Lyle McCorison, Jr., as President of Yankton College, February 26.

Richard H. Shryock (University of Pennsylvania) at the Mid-Year Commencement and Founder's Day Celebration at Temple University, February 14.

Roy F. Nichols (University of Pennsylvania) and J. W. Woodard (Temple University) at the Forty-fifth Annual Meeting of The American Academy of Political and Social Science in Philadelphia, April 4 and 5.

## Censured Administrations

Investigations by this Association of the administrations of the several institutions listed below show that they are not maintaining conditions of academic freedom and tenure in accordance with academic custom and usage as formulated in the 1925 Washington Conference Statement on Academic Freedom and Tenure, and endorsed by this Association, by the Association of American Colleges, and by representatives of the American Association of University Women, the Association of American Universities, the Association of Governing Boards, the Association of Land-Grant Colleges, the Association of Urban Universities, the National Association of State Universities, and the American Council on Education.

Placing the name of an institution on this list does not mean that censure is visited by this Association either upon the whole of that institution or upon the faculty, but specifically upon its present administration. This procedure does not affect the eligibility of non-members for membership in the Association, nor does it affect the individual rights of our members at the institution in question, nor do members of the Association who accept positions on the faculty of an institution whose administration is thus censured forfeit their membership. This list is published for the sole purpose of informing our members, the profession at large, and the public that unsatisfactory conditions of academic freedom and tenure have been found to prevail at these institutions. Names are placed on or removed from this censured list only by vote of the Association's Annual Meeting.

The censured administrations together with the dates of these actions by the Annual Meeting are listed below. Reports of investigations were published as indicated by the *Bulletin* citations:

Brenau College, Gainesville, Georgia	December, 1933
John B. Stetson University, De Land, Florida	December, 1939
(October, 1939 <i>Bulletin</i> , pp. 377-399)	
Montana State University, Missoula, Montana	December, 1939
( <i>Bulletin</i> , April, 1938, pp. 321-348; December, 1939, pp. 578-584; February, 1940, pp. 73-91; December, 1940, pp. 602-606)	
West Chester State Teachers College,	December, 1939
West Chester, Pennsylvania (February, 1939 <i>Bulletin</i> , pp. 44-72)	
University of Pittsburgh, Pittsburgh,	December, 1935
Pennsylvania (March, 1935 <i>Bulletin</i> , pp. 224-266)	
St. Louis University, St. Louis, Missouri	December, 1939
(December, 1939 <i>Bulletin</i> , pp. 514-535)	
University of Tennessee, Knoxville, Tennessee	December, 1939
(June, 1939 <i>Bulletin</i> , pp. 310-319)	
Central Washington College of Education, Ellensburg,	December, 1940
Washington (October, 1940 <i>Bulletin</i> , pp. 471-475)	

## REVIEWS

### Bridging the Gap

*The American Colleges and the Social Order*, by Robert Lincoln Kelly. New York: The Macmillan Company, 1940. Pp. 380. \$2.50.

Robert L. Kelly, after over fifty years of close personal experience with American colleges, has done a real service to higher education by publishing this book. In 336 printed pages he has covered both the essential facts and his own interpretation of them. The twenty-four chapters into which the book is divided deal with such live topics as Early American Traditions, Genius of Citizenship, Colonial Colleges, Rise and Fall of the "Intellectuals," Collegiate Variants, Academic Freedom, Finances, the Arts, Teaching, the Church, the State. The Preface begins with the statement "that it is the function of the colleges to promote the general welfare." Chapter twenty-three is called "The Responsibility of the Colleges for the General Welfare." The reader thus sees at a glance that the list of topics ranges over most of the problems usually considered by current members of college faculties.

Throughout the discussion of these topics the author frequently mentions the necessity of working out a proper balance between the quantitative and the qualitative, the tangible or measurable, and the intangible or immeasurable factors involved. With L. P. Jacks he calls such a synthesis "the education of the whole man" (p. 211). Later he says "The liberal college must deal with far-reaching syntheses in the world of events. It can do this only if it contributes in some measure to like syntheses in the realm of body and mind and spirit." In his chapter on "A Working Hypothesis" he says frankly, "The colleges must help to bridge the gap that has developed between the physical and the spiritual world." Many of the views expressed come very close to those which any live faculty member is likely to reach.

Highly indicative of the important relation which the college



problem, as Dr. Kelly sees it, bears to the national problem is the fact that the President of the United States said in his third inaugural, "It is not enough to clothe and feed the body of this Nation, and instruct and inform its mind. For there is also the spirit. And of the three, the greatest is the spirit." Dr. Kelly's book should contribute much toward the clarification of the democratic meaning of the proverb: "For the letter killeth but the spirit giveth life."

*American Council on Education*

C. R. MANN

---

*The Purposes of Church-Related Colleges, A Critical Study—A Proposed Program*, by Leslie Karr Patton. New York: Bureau of Publications, Teachers College, Columbia University, Contributions to Education, No. 783, 1940. Pp. ix, 287. \$3.00.

After a few introductory definitions and assumptions, Dr. Patton embarks upon his study of purposes in "church-related, liberal arts colleges which offer a four-year program of study, and enroll fewer than six hundred students." It is done largely by counting. Desiring to start his numerical safari with proper gazetteer and geography, he examines previous studies of collegiate purpose and emerges from this jungle with the announcement that church-related colleges have forty purposes. Still in quest of additional specimens, Dr. Patton next traverses the dark history of higher education in America, guided largely by previous doctoral dissertations in the same series as his own volume and supplements this journey by a detailed analysis of the catalogues of 1860, 1880, 1900, and 1920 for a limited group of colleges. This last experience astonishes him: "In some respects it was comparable to an extended trip through a museum, or a sojourn in the archives of an historical society;" but it yielded some new purposes. All in all he has now collected 47. With the investigation of the remote past done, the author turns to the catalogues for 1933, 1934, and 1937 issued by 260 colleges, dispersed through 37 church groups. Then the presidents of these institutions were called upon to contribute amplification and correction; after proper prodding with follow-up letters nearly three-quarters of these amiable gentlemen made reply. Finally, as a basis of comparison—I am grateful that the

words "control group" are avoided—52 liberal arts colleges, independent of church affiliation, were examined and their executives circularized. This process unearths an additional four purposes and distributes all the 51 in a new order of importance.

Those who think they may be fatigued by this exploration, traversing 129 pages without an oasis, may find on page 130 a summary of the essential results in a table six columns wide and three pages long. Here are the 51 purposes, all perfectly preserved, all properly labeled, capitalized, and departmentalized under nine appropriate headings. It all looks very scientific; indeed the impression is heightened by the printing of a statistical formula. Actually it is meaningless mensuration. What boots it if 79% of the church-related colleges say they seek the "Development of Christian Character," that 60% aim to "Provide Liberal, Cultural Education," and that 26% profess as a purpose "Beauty, Art—Enjoy, Create?" The real questions are: How honestly, competently, or intensively do the colleges seek these ends? What curricular and other policies have they actually adopted to attain these objectives? What do the phrases mean anyway? The author is aware that the statements upon which he builds the house of his thesis may be "perfunctory," may be "promotional," may be inadequately implemented. But until he answers by further research the fundamental questions of degree and realization, he might as well count the number of times the word "dean" occurs in college catalogues. The results would be as meaningful and probably more precise.

The second half of the volume follows what the author is pleased to call "the philosophical method." Here with a considerable measure of repetition and with ready resort to the clichés of the Morningside Heights school—"a new social order," "dynamic society," etc., he seeks to find "What is the most appropriate function of the church-related college today?" To a considerable extent he still gets his answer by counting. He reads what others have written in books and educational periodicals and thus determines majority opinion. He broods over his own table of 51 purposes and suddenly asks himself why the dominant purposes of the church-related college and the independent, liberal arts college should not be wed. Thus he comes to the conclusion that there

should be in the former institutions a "dynamic integration of three aims . . . Attention to the Individual, Citizenship and Social Problems, and The Development of Christian Character." There follows an all too brief discussion of what changes in curricula and methods such aims would entail. The author hopes that the transformation he desires will come easily in the church-related colleges, for in smaller colleges "the smaller faculty is more mobile, more understanding of each other, more closely associated across departmental lines, and better able to thresh out opinions." This is a typical example of administrative reasoning *in vacuo*. If this be all, how account for the progressivism of Dartmouth or Chicago and the backwardness of tens of church-related colleges? In the collegiate world receptivity to change is not so much a function of faculty size as of presidential originality and aggressiveness.

To the present reviewer, *The Purposes of Church-Related Colleges* is long where it should have been short, short where it should have been long; its research is in good part second-hand and its generalizations almost wholly derived; its material is so obvious as to be the stock in trade of nearly every professor who has gone beyond the first grade. It used to be thought that a doctor's dissertation should make some contribution to knowledge. Is it too much to demand that all the volumes in a series entitled "Contributions to Education" should meet that standard in their own field?

*Bowdoin College*

EDWARD C. KIRKLAND

---

*The Background for College Teaching*, by Luella Cole. New York: Farrar and Rinehart, Inc., 1940. Pp. xxiv, 616. \$3.50.

As a by-product of studying graduate work in thirty-seven universities during the fall semester of 1940, the reviewer learned that graduate professors of physics, zoology, history, English, etc., are concerned about the lack of general professional background for college teaching on the part of their candidates for the Ph.D. degree. For the most part they wish to have made available information that prospective college teachers can understand from private reading, supplemented by seminar discussion. Alert beginning instructors evidenced a need for material to which they could turn

for orientation in that part of the college world outside their departments.

Dr. Cole's *The Background for College Teaching* is a pioneer effort to supply this need. It is addressed to the subject matter instructor rather than to the professor of education. The strength and weakness of the volume is outlined in the foreword: "This book does not set forth any theory of education; it does not try to convert anyone to a new faith; it does not contain any panaceas for educational ills; it merely presents the facts in a condensed and synthesized form and leaves the interpretation and application of them to the discretion of the reader."

The twenty-five chapters in the book are organized under five subheads. The five chapters of part one digest the literature on objectives, the curriculum, the population, and the personnel work of the college. The eight chapters of part two discuss the college student as an adolescent, stressing his physical and emotional development and its relation to study and learning. The seven chapters of part three synthesize research that has been done on the problems of classroom teaching at the college level. Part five surveys the social and economic aspects of the life of a college teacher. The final section is a chapter on the evaluation of teaching.

The book is decidedly at its best in presenting the college student as late adolescent in his physical, mental, social, and emotional development. Any instructor who seriously studies the eight chapters on the adolescent will be better prepared and motivated to serve the life needs of a flesh and blood youth rather than merely to stimulate intellectual growth. In this area Dr. Cole writes from a first-hand experience in working with college students, as well as from an understanding knowledge of the psychological literature on adolescence.

*The Background for College Teaching* is less than satisfying in areas where Dr. Cole's knowledge is only secondarily her own. She is a psychologist; naturally her grasp of information is academic in such areas as college and university organization, the objectives of higher education, the college curriculum, and in college population studies. Much of the information on these topics is encyclopedic in character and is little more meaningful

than it was in the sources from which it was extracted. Apparently the author has no frame of reference from which to interpret the data presented; certainly the uninitiated reader will lack this necessary orientation.

Prospective and beginning college teachers are or can be made aware of problems they face as members of a college faculty. If the informative material in this book had been grouped around cores functional in the lives of college instructors, it would have been transformed from "a valley of dry bones" into living meaningfulness. For example, the inert data on supply and demand, salary, and legal status of college teachers could have become as real as life itself through being so presented as to show the struggle of John Doe, Ph.D., in trying to secure status in the world of college professors. If John Doe were an educationist he might be interested in these problems *per se*, but since his professional interests lie elsewhere these problems interest him primarily as they affect his own status in a college community. The problem approach is likewise pertinent for his study of personnel work, college population, the curriculum, and objectives of the several types of colleges.

This effort to put one in the way to acquire a rich professional background omits reference to such vital forces in higher education as accrediting organizations, philanthropic foundations, councils of learned societies, and other educational organizations. These organizations significantly influence the professional activities of even the most obscure instructor. He can hardly be considered ready for full-fledged membership in the guild of college teachers until he knows how these voluntary educational agencies may condition his day-to-day work as a teacher.

It is easier to criticize Dr. Cole's pioneer venture than to produce a better source book than she has done. Until someone does produce it this reviewer predicts that interested teachers will figuratively beat a path to the door of Farrar and Rinehart for copies of *The Background for College Teaching*.

*Commission on Teacher Education,  
American Council on Education*

ERNEST V. HOLLIS



*The Curriculum of Modern Education*, by Franklin Bobbitt. New York: McGraw-Hill Book Co., 1941. Pp. xii, 419. \$2.75. (Net price to teachers \$2.34, postpaid.)

*The Curriculum of the Common School*, by Henry Morrison. Chicago: University of Chicago Press, 1940. Pp. xiii, 681. \$4.00.

Too many publications of minor significance have appeared in connection with the curriculum. Here are two volumes, however, that will long remain a credit to our American literature of education. In both content and form they are of such quality that they would grace any branch of scholarship. The presentation in each case is of such a nature that the liberal element of professional study emerges clearly and contributes materially to the desired reconciliation of the academic and pedagogical points of view. This exceptionally thorough and penetrating treatment accorded the curriculum will serve to enlarge our vision and extend the scope of future investigations. The cautious and profound approach by both Bobbitt and Morrison will inspire teachers to probe their problems with deliberation and to seek their solution scientifically in the processes of nature and human relations.

Because these volumes are preeminently suited to in-service application, school authorities will want to consider their adoption as instruments for the professional improvement of their teachers. The subject matter introduced by both authors is fundamentally in the field of the philosophy of education, wherein there has long been a need for the fusion of theory and practice. The entire faculties of schools of education and teachers colleges could apply themselves with profit to the provocative topics and strategic problems outlined. There is ample material for an extended study by specialized committees, and a concerted attack on the crucial issues would surely lead to fruitful discussion. The outreach of both authors embraces frontiers far in advance of the daily thought of our professional rank and file, and the implications of the factual items presented are a summons for further explorations into the outermost corners of life. An adequate study of the curriculum involves a range of interests and a power of insight that can come only to those who are able and willing to make an exhaustive job-analysis of the business of living. The cur-



riculum is a way of life, a pageant of experience in miniature. It is our best educational agent for serving the sensitive and versatile minds of youth, and it is the most effective available means for feeding the student's expanding understanding of the mysteries of the universe. When men write about the curriculum and link education with life literally, at the same time blending science with philosophy and art with ethics, then we find ourselves fortified with something substantial and justifiable.

Some of the observations in the Bobbitt book have been made before, but never expressed better; and the new material introduced should have been discerned and presented long ago. Here is genuinely a philosophy of the developing curriculum, in which we are given an attractively formulated concept of the good life. Education is a creative process, and an infinite array of forces is at work to produce a fully matured adult. It is not possible for man ever to become perfect, but it is the purpose of education to teach him to live in the manner that is best for him and his associates. The proper measure of the good life is simply the responses we make to the normal situations that attend our everyday relationships. The intellect plays an indispensable rôle in the many sided activities of man, and life cannot be enjoyed completely without cultivating painstakingly the art of intellectual living. Bobbitt puts the life of the intellect first in his list of the eighteen leading areas of the good life. We spend daily from twelve to eighteen hours continuously perceiving and construing the world that surrounds us. The servant of the intellect is language, and training in the skillful use of living language is an essential aspect of the drama of life.

Bobbitt's chapter on living language is the very heart of the curriculum creed that is being propounded. It is emphasized here that education is for the development of vigorous minds and that living knowledge is the result of our being stimulated and disciplined by an endless succession of impressions and experiences. The chapters on work and play offer wise counsel and specific recommendations for meeting the social, economic, and moral crises we so frequently face. In the discussion of self-direction Bobbitt defines democracy as "a social order in which distributed understandings are discharging distributed responsibil-

ities in a cooperative way." Science is conceived as an instrument for helping us to comprehend the nature of reality, and religious contemplation is cited as a noble and difficult level of life to achieve. We learn the meaning of the good life by living that way, and it is the mission of education to direct and condition children to a superior manner of life by means of an unceasing interplay of nature's resources with the refined nurture provided in our social and cultural institutions. Bobbitt terminates his presentation with a climax chapter entitled "The Vision That Orients and Guides."

Morrison is purposefully more direct and concrete than Bobbitt. For the first time during his long career as an author he has responded constructively to the numerous requests for lists of units and subject matter details in the several major fields of knowledge. This volume is a sequel to both "The Practice of Teaching in the Secondary School" and "Basic Principles in Education," and in it the philosopher shakes the tree of life and produces a fine harvest of curricular fruit. It is right here that Morrison reveals himself as a practical man and a master of specificity—as well as a thinker and prophet. He differentiates between education and instruction, and he reaches the conclusion that the traditional curriculum has in general been satisfactory. Foreign language study is subjected to some criticism for its failure to carry through to a semblance of mastery and because other subject matter fields seem to have a logically prior claim to the meeting of human needs. The five great arts are architecture, literature, music, painting, and sculpture, in which fields appreciation should be encouraged rather than expert performance. The social studies occupy a position of great importance in Morrison's syllabus, original contributions to the factual content of civics, commerce, industry, and politics being forcefully introduced.

By the common school Morrison means the total general and cultural education to be received by the American people even to the second year of college. The foundations of citizenship require the stressing of such topics as money, labor, prices, taxation principles, the service of corporations, commodity and security exchanges, constitutional law and the demands of our machine age. There can be no miracles wrought through instruc-

tion, and sprinkling the younger generation with encyclopedic data, the minutia of formal textbook knowledge and theological dogmatism carries no guarantee of deliverance from superstition, intolerance, and immoral conduct. It is certain, nevertheless, that we know better today what to do and what not to teach than we did one hundred years ago. Morrison seems to be pointing toward still another volume that may deal with the organization and administration of instruction. If it is written with the same sincerity and restraint, it will be a book to be widely anticipated and enjoyed.

In both Bobbitt and Morrison there is the inference to be drawn that we have a great deal more to learn about human nature before we can be positive concerning the matter of what to teach and how to impart it. Fresh findings from anthropology, ethnology, psychology, and sociology are eagerly awaited by everyone seriously attached to the profession of teaching. We are grateful for the sympathetic and hopeful attitude assumed by the authors of these two epoch-making books. Students throughout the country will acclaim Bobbitt and Morrison for the serene, enlightened, and consistent procedure they have employed in their latest addition to the scientific study of the curriculum.

*The Pennsylvania State College*

CARROLL D. CHAMPLIN

### Contributors

MERIBETH E. CAMERON is Assistant Professor of History in the Flora Stone Mather College of Western Reserve University.

CARROLL D. CHAMPLIN is Professor of Education at Pennsylvania State College.

C. C. ECKHARDT is Professor of History and Head of the Department at the University of Colorado. He is a charter member of the Association.

A. D. HENDERSON is President of Antioch College.

ERNEST V. HOLLIS is a member of the staff of the Commission on Teacher Education of the American Council on Education.

R. A. KENT is President of the University of Louisville.

E. C. KIRKLAND is Professor of History at Bowdoin College. He has been a member of Committee O on Organization and Policy since 1938, was a member of the Council in 1936-1938, and is a member of the Editorial Committee of the *Bulletin*.

C. R. MANN is President Emeritus of the American Council on Education.

WILLIAM A. OLDFATHER is Professor of Classics, Chairman of the Department, and Chairman of the Division of Languages and Literature of the University of Illinois. He is a charter member of the Association. He has been a member of Committee R on Encouragement of University Research since 1923, and served as its Chairman in 1923-1928. He was a member of the Council in 1924-1926 and in 1934-1936.

PAUL W. WARD is Professor of Philosophy and Chairman of the Department at Syracuse University. He has been Chairman of Committee T on Place and Function of Faculties in College and University Government since 1938. In 1932-1933 he was president of the chapter, and he is a member of the Council for the term 1941-1943.

## COUNCIL RECORD

Sessions December 30, 1940, and January 1, 1941

The 1940 winter meeting of the Council of the American Association of University Professors was held in Chicago, Illinois, at the Stevens Hotel, with sessions on Monday, December 30, 1940 (9:30 A. M. to 12:30 P. M.), and Wednesday, January 1, 1941 (9:15 A. M. to 5:30 P. M.). The following members were present at one or more of the sessions: President Deibler, Vice-Presidents Stewart and White, General Secretary Himstead, Associate Secretary Hepburn, Treasurer Lewis, and Professors Benson, Boas, Cady, Dow, Gilbert, Gray, Griffin, Hill, Ingraham, Martin, Mitchell, Nichols, Patton, Robinson, T. V. Smith, Stonequist, Torrey, and Warne. Professors W. T. Laprade, Chairman of Committee A on Academic Freedom and Tenure, W. W. Cook, Chairman of Committee O on Organization and Policy, Paul W. Ward, Chairman of Committee T on Place and Function of Faculties in College and University Government, and F. R. Aumann, Chairman of the West Virginia University Investigating Committee, were present by invitation.

### I. Consideration of Reports in Preparation for Annual Meeting

*Report of Committee O on Organization and Policy.* Professor W. W. Cook, Chairman of Committee O on Organization and Policy, presented a brief report for the Committee in which he explained the several pending amendments to the Constitution and By-Laws. His report was followed by discussion. No action was called for. The complete report was subsequently presented to the Annual Meeting for action. (Complete report published in December, 1940 *Bulletin*, pp. 575-582.)

*Recommendations of Committee A on Academic Freedom and Tenure.* Professor W. T. Laprade, Chairman of Committee A on Academic Freedom and Tenure, presented the recommenda-

tions of the Committee concerning censured administrations. In his report to the Council, he reviewed the salient facts of the several investigations reported in the *Bulletin* during 1940—Montana State University, West Virginia University, The City College (New York), Central Washington College of Education, the University of South Carolina, and Simpson College. His report was followed by a thoroughgoing discussion of the facts in each case.

On recommendation of Committee A, it was *voted* to recommend to the Annual Meeting that the administration of Central Washington College of Education, Ellensburg, Washington, be placed on the Association's list of censured administrations.

*Recent Joint Conference with Representatives of the Association of American Colleges.* The General Secretary reported on a joint conference with representatives of the Association of American Colleges held in Washington on November 8, 1940, for the purpose of considering amendments to the statement of principles on academic freedom and tenure agreed upon at a similar joint conference on October 18, 1938. He reported that several amendments had been agreed upon, explained their nature, and called attention to the following statement in the minutes of the conference concerning "Procedures of Endorsement:"

It was informally agreed that all the representatives of both Associations would seek to have the statement with the foregoing amendments agreed upon endorsed by their respective Associations, with the understanding that the representatives of the American Association of University Professors would not present these amendments for endorsement to their Annual Meeting until and unless the statement as amended had been presented to the Annual Meeting of the Association of American Colleges for endorsement.

(For text of statement of principles agreed upon at November 8, 1940, conference, see February, 1941 *Bulletin*, pp. 40-43.)

*Committee on Resolutions.* Professor George Boas, the Chairman of the Committee on Resolutions for the Annual Meeting, presented several subjects under consideration by the Committee



and requested discussion and advice. Two of these subjects, one concerning the Hatch Act and the other concerning refugee scholars, were discussed at considerable length. (For text of report of Committee on Resolutions presented to the Annual Meeting on December 31, 1940, see February, 1941 *Bulletin*, pp. 7-9.)

*Report of Committee T on Place and Function of Faculties in College and University Government.* Professor Paul W. Ward, Chairman of Committee T on Place and Function of Faculties in College and University Government, summarized the report prepared for presentation to the Annual Meeting. His summary report was followed by discussion. At a later session of the Council on January 1, 1941, following the Annual Meeting, it was *voted* that the procedures recommended by Committee T, as presented to the Annual Meeting and referred back to the Council, be considered by the Council at its next regular meeting.

## II. Association Policies and Procedures

*Expediting Committee A Action.* Professor Stewart presented "the good old problem of speeding Committee A action." In the course of his discussion of this subject, he emphasized that he thought any further speeding of the work of Committee A could not be done "without an increase in dues, which may be inadvisable." Professor Griffin said he shared the view that Committee A should work faster, and felt that if it were necessary to increase the dues in order to speed up the investigatory process he favored increasing them.

The General Secretary called attention to previous Council discussions on this subject. He stated that Committee A acts *promptly* upon receipt of requests for investigations and that an investigation does not necessarily involve sending a visiting committee. He explained that all complaints are first investigated by correspondence conducted by himself and Associate Secretary Hepburn and that only in cases in which sufficient evidence to clarify the facts cannot be secured by correspondence is an investigation by a visiting committee authorized. He pointed out that sending a visiting committee did not necessarily accelerate the

investigatory process and related to the Council several instances in which investigating committees had greatly prolonged an inquiry unnecessarily. He also pointed out several aspects of an investigation which of necessity require time, stressing particularly the preparation of reports for publication in the *Bulletin*. Professors Laprade, Deibler, Cook, Ingraham, and Hepburn concurred in these statements. Professor Deibler added that, in his opinion, the time necessarily spent in the preparation of reports to insure their fairness and accuracy is essential to the welfare of the Association.

The General Secretary urged the members of the Council and the members of Committee E to clarify any misunderstandings that may prevail concerning the work of Committee A. To this end and because they are or should be well informed about the work of the Association, he expressed the hope that members of the Council and members of Committee E would accept speaking engagements for chapter and regional meetings.

In the course of this discussion, Professor Robinson advocated raising the annual dues of the Association. He said he thought the dues should be as high as those in some subject matter organizations to which Association members belong. He suggested annual dues of \$5.00. The General Secretary gave as his opinion that, while the worth of the Association fully justified annual dues of \$5.00, the professional concept among college and university teachers was not yet sufficiently strong to make it wise to raise the dues at this time. In this connection, he indicated that within the membership of the Association, there are many marginal members, that is, members who are not fully convinced of the need of the Association and not really in sympathy with its philosophy and work. Professors White and Boas also said they thought the annual dues should not be raised.

*Procedure for Investigations by Committee I on Professional Ethics.* Professor Ingraham raised several questions concerning the procedure to be followed in the investigatory work of Committee I on Professional Ethics. He advised the same procedure for this committee that is followed by Committee A; namely, that investigations be directed from the office of the General Secretary. In connection with the consideration of the matter of procedure for

Committee I, there was a lengthy discussion of a current professional ethics case involving an issue of plagiarism.

It was *voted* that the investigatory work of Committee I and any other investigatory activity of the Association should be directed by the office of the General Secretary as in the case of Committee A investigations.

*Tenure Investigations in Junior Colleges.* Professor Lund requested consideration by the Council of the nature and the extent of academic freedom and tenure investigations in junior colleges. In the course of the discussion, the Chairman of Committee A, the General Secretary, and the Associate Secretary reported that in the consideration of requests for investigations Committee A had never distinguished between accredited junior colleges on the Association's eligible list and other institutions on the eligible list. They stated that they thought any such distinction would be wholly unjustifiable. It was the consensus of the group that the Association should continue to give the same consideration to cases of alleged violation of academic freedom and tenure in junior colleges that is given to cases in all other institutions on the eligible list.

*Institutions Removed from the Eligible List.* The Association accepts members only from the faculties of colleges and universities on the Association's eligible list. Institutions are placed on this list by action of the Council. The list is made up primarily of institutions accredited by an established agency. If an institution on the eligible list loses its accrediting, the Council of the Association considers the matter of its continuance as an eligible institution.

The General Secretary brought to the attention of the Council the fact that several eligible institutions had recently lost their accrediting. It was *voted* to remove four of them from the eligible list. The institutions affected and the accrediting agency concerned in each case are as follows:

Duquesne University, Pittsburgh, Pennsylvania (Middle States Association of Colleges and Secondary Schools)

Louisiana State Normal College, Natchitoches, Louisiana  
(Southern Association of Colleges and Secondary Schools)  
New Mexico College of Agriculture and Mechanic Arts, State  
College, New Mexico (North Central Association of Colleges  
and Secondary Schools)  
Albany College, Portland, Oregon (Northwest Association of  
Secondary and Higher Schools)

It was informally agreed that the General Secretary should give appropriate publicity to this action in the next issue of the *Bulletin*. (For statement of this action, see February, 1941 *Bulletin*, pp. 82-83.)

*Placing of Queens College on Association's Eligible List.* An application from members of the Association on the faculty of Queens College, Flushing, L. I., New York, to place that institution on the eligible list was *acted upon* in the affirmative.

*Utilizing Potential Strength of Local and Regional Groups.* Professor Dow spoke of the need for a concerted program for chapter, state, and regional meetings. She expressed a desire for some plan that would "educate" the members of the Association regarding its principles and objectives. She deplored the fact that many members do not read the *Bulletin* and are uninformed concerning the nature, purposes, and work of the Association. She stressed the desirability of having speakers for the Association visit chapters and regional meetings. In the discussion which followed, it was pointed out by Professors Smith and Boas and the General Secretary that one of the obligations of members of the Council is to serve the Association as speakers. The hope was expressed that more of them would undertake to act on this obligation.

Professor Warne said that he thought that more could be done to "educate" the membership through the *Bulletin*. He gave as his opinion that the *Bulletin* could be improved both in form and content and urged that both be "reviewed." He also urged the publication of "timely articles," such as "Academic Freedom and the National Emergency," and suggested several changes in editorial policy—"the use of glossy paper, photography, etc." Professor Smith said, "The material in the *Bulletin* is singularly good and interesting," but that he thought the name "*Bulletin*" was not

appropriate "in view of the fact that the *Bulletin* has come to be so much more than a bulletin." Professors Deibler, Cook, Ingraham, and Benson spoke in commendation of the *Bulletin* both as to its form and content.

As no definite proposal was presented by Professor Dow, no action was taken.

*Relations of the Association with Other Organizations.* The General Secretary presented for approval the statement concerning relations of the Association with other organizations formulated by a special committee and revised in the light of Council suggestions following consideration of the Committee's tentative draft at the 1940 spring meeting of the Council. It was *voted* to approve the statement for publication in a Chapter Letter and in the *Bulletin*. (Statement included in Chapter Letter No. 1, March 7, 1941, and published elsewhere in this issue of the *Bulletin*, pp. 243-244.)

*The Hatch Act.* Possible steps that might be taken by the Association to bring about an amendment of the Hatch Act exempting teachers and investigators from its operation were discussed. It was informally agreed that the General Secretary and the Associate Secretary should confer with United States Senators and Representatives and present to them the viewpoint of the Association concerning this legislation in an effort to have an amendment initiated. It was *voted* to defer any further action until the spring meeting.

*Eligibility of Librarians for Active Membership.* Pursuant to action of the Council at its 1940 spring meeting, the matter of the eligibility of librarians for Active membership was given further consideration. By Council action, librarians are eligible for Active membership if half their work consists of teaching or research or if they have regular faculty rank and status. As there was no motion to change this ruling, no action was taken.

*Eligibility of Deans of Men and Women for Active Membership.* Pursuant to Council ruling, deans of men and women are not eligible for election to Active membership, and Active Members who become deans of men or women are transferred to Associate membership unless their work continues to be half-time teaching or re-

search. The General Secretary raised the question whether, in view of the fact that deans of men and deans of women have no power over the appointment, promotion, or dismissal of staff members, it would not be desirable to make them eligible for election to Active membership and eligible to continue as Active Members after becoming deans. No action was taken.

*A Proposal to Extend Eligibility for Associate Membership.* The General Secretary submitted a proposal that individuals not eligible for election to Active membership may with the approval of the Council be elected to Associate membership because of their interest in higher education. It was *voted* to refer this proposal to Committee O on Organization and Policy.

*Concerning Associate Membership for Administrative Officers.* The General Secretary submitted a proposal that college and university administrative officers (deans and presidents) be eligible for election to Associate membership. In the discussion of this proposal, it was explained that at present no one is eligible for election to Associate membership, that Active Members who become administrative officers are transferred to Associate membership if less than half their work continues to be teaching or research, and that no one else is eligible for Associate membership. It was *voted* that this proposal be submitted to the chapters for an expression of opinion in the next regular Chapter Letter. (See Chapter Letter No. 1, March 7, 1941.)

*A Proposal to Extend Eligibility for Active Membership.* The General Secretary submitted a proposal that individuals not in institutional connection, but who were once eligible for Active membership in the Association, be eligible for election to Active membership. It was *voted* to refer this proposal to Committee O on Organization and Policy.

*Advice to Teachers Concerning Tenure.* The Associate Secretary and the General Secretary presented a proposal that there be published in each issue of the *Bulletin* a brief statement of advice to teachers concerning offers of positions in which the importance of a clear understanding in writing of the terms of the appointment offered, particularly as regards tenure, is emphasized; and in which teachers considering offers are advised to check with the national



office of the Association for information concerning tenure and faculty-administration relations at the school in question. Following a discussion of this proposal it was *voted* that there be published at least once a year in the *Bulletin* a brief statement of advice to teachers concerning offers of positions in which the importance of a clear understanding in writing of the terms of the appointment offered, particularly as regards tenure, be emphasized.

A motion that there be published in the *Bulletin* at least once a year a statement that members considering offers may secure from the national office of the Association for confidential use information concerning tenure and faculty-administration relations at the institution in question was laid on the table.

*Request for Use of Mailing List.* A request from the Congress of American Professions for the use of the Association's mailing list stencils was considered. It was *voted* not to grant the request.

### III. Educational Standards

*The Ph.D. Degree and Instructorships.* Professor Cady presented the question: "Should the Ph.D. degree or its equivalent be a requirement for appointment to an instructorship?" Following a discussion of this question, it was *voted* that it be referred to the Committee on Educational Standards.

*Criteria for Appointments and Promotion.* The General Secretary called the Council's attention to a number of inquiries that had been received for information concerning criteria for appointments and promotions and recommended that the Council give this subject careful consideration. Following a discussion, it was *voted* that the subject be referred to the Committee on Educational Standards.

*Inspection of Textbooks.* By vote of the Annual Meeting, the matter of the inspection of textbooks by the National Association of Manufacturers and the Advertising Federation of America was referred to the Council. Following a general discussion of the subject, it was *voted* that it be referred to Committee B on Freedom of Speech for study.

#### IV. National Defense

*National Committee on Education and Defense.* The General Secretary and Professor Ward reported briefly on the organization and the activity of the National Committee on Education and Defense on which Committee the Association is represented.

*Professional Problems and National Defense.* Professor Gilbert spoke briefly concerning problems growing out of national defense activities which he felt the profession should consider. He referred particularly to the matter of "deferments" for teachers and students. In the discussion which followed, the consensus of the group seemed to be that the Association should make no pronouncements concerning deferment for either teachers or students and should work with other educational organizations in dealing with the professional problems growing out of national defense through the National Committee on Education and Defense.

It was the sense of the meeting that teachers who leave their posts voluntarily to engage in defense activities should have a clear understanding concerning their right to return.

It was *voted* that it was the sense of the Council that faculty members on continuous tenure who enter defense work, either civilian or military, should be given leaves of absence.

#### V. Committees

*Committee P on Pensions and Insurance.* Professor Ingraham, Chairman of Committee P on Pensions and Insurance, reported briefly on legislation pending in the Congress of the United States to extend the Social Security Act to cover colleges and universities. He indicated that if this legislation were passed, Committee P should make an analysis of it for the information of the members.

*Committee G on Author-Publisher Contracts.* The General Secretary reminded the members of the Council of the tentative drafts of author-publisher contracts submitted to them at the spring meeting of the Council for comments and corrections and urged them to let him have their comments and corrections as soon as possible for the use of Committee G in revising the tentative drafts.

## VI. Financial

*Treasurer's Report.* Professor Lewis, the Treasurer, presented her report for 1940, which was *approved* by the Council.

*1941 Budget.* A proposed budget for 1941, presented by the Treasurer, was *approved*.

RALPH E. HIMSTEAD, *General Secretary*

## MEMBERSHIP

Membership in the American Association of University Professors is open to all college and university teachers from the faculties of eligible institutions and to graduate students and graduate assistants. The list of eligible institutions is based primarily on the accredited lists of the established accrediting agencies subject to modification by action of the Association. Election to membership is by the Committee on Admission of Members following nomination by one Active Member of the Association who need not be on the faculty of the same institution as the nominee. Election cannot take place until thirty days after the nomination is published in the *Bulletin*. Nomination forms, circulars of information, and other information concerning the Association may be procured by writing to the General Secretary, 744 Jackson Place, N. W., Washington, D. C.

(a) *Active*. To become an Active Member, it is necessary to hold a position of teaching or research with the rank of instructor or higher in an eligible institution and be devoting at least half time to teaching or research. Annual dues are \$4.00, including subscription to the *Bulletin*.

(b) *Junior*. Junior membership is open to persons who are, or within the past five years have been, graduate students in eligible institutions. Junior Members are transferred to Active membership as soon as they become eligible. Annual dues are \$3.00, including subscription to the *Bulletin*.

(c) *Associate*. Associate Members include those members who, ceasing to be eligible for Active or Junior membership because their work has become primarily administrative, are transferred to the Associate list with the approval of the Council. Annual dues are \$3.00, including subscription to the *Bulletin*.

(d) *Emeritus*. Any Active Member retiring for age from a position in teaching or research may be transferred, at his own request and with the approval of the Council, to Emeritus membership. Emeritus members pay no dues but may if they desire receive the *Bulletin*, at \$1.00 a year.

(e) *Life Membership*. The Treasurer is authorized by the Council to receive applications from Active, Junior, and Associate

Members for Life membership, the amount to be determined in each case on an actuarial basis. This includes a life subscription to the *Bulletin*.

### Nominations for Membership

The following 360 nominations for Active membership and 22 nominations for Junior membership are printed as provided by the Constitution. In accordance with action by the Council, objections to any nominee may be addressed to the General Secretary, who will in turn transmit them for the consideration of the Committee on Admission of Members if received within thirty days after this publication. The Council of the Association has ruled that the primary purpose of this provision for protests is to bring to the attention of the Committee any question concerning the technical eligibility of the nominee for membership as provided in the Constitution.

The Committee on Admission of Members consists of Professors Ella Lonn, Goucher College, *Chairman*; B. W. Kunkel, Lafayette College; A. Richards, University of Oklahoma; R. H. Shryock, University of Pennsylvania; W. O. Sypherd, University of Delaware; and F. J. Tschan, Pennsylvania State College.

#### *Active*

University of Akron, Audra Tenney; Alabama College, M. Ziolkowski; Alabama Polytechnic Institute, Glenn A. Scott; University of Alabama, John W. Chisholm, Jr., Carl C. Sartain; American University, Ruberta M. Olds; Amherst College, George A. Craig; Arizona State Teachers College (Tempe), C. E. Southern; Arkansas State College, Warren W. Nedrow; University of Arkansas, Leslie M. Weetman; Ball State Teachers College, Grace E. Brandt; Baylor University, Robert W. Lackey, Robert W. Severance, G. Edwin Waggener; Berea College, Charles N. Shutt; Brooklyn College, Lewis G. Crosby, Louie M. Miner; University of California (Los Angeles), John H. Hallowell; Central YMCA College, Richard W. Jones; University of Chicago, James Brown, Robert J. Havighurst, T. R. Hogness, Cyril O. Houle, Louis N. Katz, Melvin H. Knisely, Bernard M. Loomer, H. Necheles, Samuel Soskin, Arthur R. Turner, Friedrich Wassermann; University of Cincinnati, Hilda Buttenwiesen, Samuel L. Eby, Edward A. Henry, Harry L. Miller, Otto C. von Schlichten, William C. Taylor; The City College (New York), Ross Scanlan; Coe College, Dell G. Hitchner; University of Colorado, Rowland W. Dunham, Fritz L. Hoffmann; Columbia University, Joseph E. Mayer; Concord

State Teachers College, Roy T. Hickman; Cornell College, Rebecca Green, Edwin C. Rozwenc; Cornell University, George P. Adams, Jr., Faith Fenton, Horace E. Whiteside; Dakota Wesleyan University, Howard H. Brightman, Carl W. Landahl; University of Delaware, Paul Dolan, Charles N. Lanier, Jr., Herbert Newman; DePauw University, Frederick L. Bergmann, James Cason, James Y. Causey, Robert Dinkel, Wisner Kinne, Merton H. Rapp, William H. Strain, Llewellyn N. Wiley; University of Dubuque, Anna Aitchison, Jacob Bajema, Alois Bárta, James W. Beach, Blanche Bock, Hermann S. Ficke, H. Clifford Fox, Raymond French, John A. Garber, Maurine Happ, Hans Kirchner, Francis W. Kracher, Reynold McKeown, Edward Nehls, Klaas J. Stratemeier, Paul Vail, Anson E. Van Eaton, C. Vin White, Edward Wight, William B. Zuker; Duquesne University, Wilfred D. Rush; Elmhurst College, Werner Richter, Erna Stech; Florida State College for Women, Gladys Fawley; Furman University, J. Carlyle Ellett; University of Georgia, Irma M. Hicks, James J. Lenoir; Harris Teachers College, Cecelia L. Fine; Hastings College, Hayes M. Fuhr; Haverford College, Carl B. Allendoerfer, Theodore B. Hetzel, Clayton W. Holmes; Hofstra College, Eleanor D. Blodgett, Cullen B. Colton, Oscar G. Darlington, Joseph A. Kershaw, Robert L. Thompson; Hunter College, Muriel Farrell; University of Idaho (Southern Branch), Ralph R. Rowell; Illinois Institute of Technology, Judson F. Lee; Illinois State Normal University (Southern), Ronald Lippitt; Illinois State Teachers College (Eastern), William G. Wood, Rose Zeller; Indiana State Teachers College, Madelyn Crawford, Frederick Sorensen, Sylvan A. Yager; Indiana University, Alfred Manes; Iowa State College, Robert Orlovich; Kansas State Teachers College (Emporia), Stephen J. Turille; Kansas State Teachers College (Pittsburg), Edwina Fowler, L. C. Heckert, Ramon W. Kessler, Minerva Wootton; University of Kansas, H. Berry Ivy, Hiram H. Lesar; University of Kentucky, Stephen Diachun, Edith G. Grundmeier, Robert N. Jeffrey; Keuka College, Harold F. Archibald; Lake Forest College, R. Miller Upton; Lawrence College, Lynn Beyer, Thomas Hamilton, Anne P. Jones; Lenoir Rhyne College, Ruth Friedrich; Louisiana State University, John S. Gambs, Ruth Price, Murphy P. Rogers; University of Louisville, Noble H. Kelley; Luther College, Sherman Hoslett; McGill University, Francis R. Scott; MacMurray College for Women, McKendree M. Blair, Volney Hampton; Marshall College, John C. Fors; Mary Washington College, Herman Reichenbach, Arthur L. Vogelback; University of Maryland, Eduard Uhlenhuth; Maryville College, Archibald F. Pieper; Memphis State College, L. C. Austin, Alice M. Chappell, Zack Curlin, Henry M. Frizell, Robert D. Highfill, Owen R. Hughes, Rayburn W. Johnson, Alma Mays, Clarence E. Moore, Joseph H. Parks, Carol Robertson; University of Miami, K. Malcolm Beal, Frances Hovey Bergh, John H. Clouse, William P. Dismukes, Adaline S. Donahoo, Robert B. Downes, Elmer V. Hjort, Natalie G. Lawrence, Ernest M. McCracken, Sidney B. Maynard, Mary B. Merritt, E. Morton Miller, Leonard R. Muller, Melanie R. Rosborough, Samuel Saslaw, Alexandre J. deSeabra, H. Franklin Williams, Reinhold P. Wolff; Michigan State College, George W. Radimersky, Burdette Stamp-



ley; **Michigan State Normal College**, John R. Alden, Fred J. Ericson, Wallace Magoon, Doris L. Porter; **University of Michigan**, Ernest F. Barker, Ora S. Duffendack, Charles F. Meyer; **University of Minnesota**, Josephine E. Collins, Rex W. Cox, Selmer A. Engene, W. P. Larson, Milton Levine, Howard D. Myers, Warren C. Waite; **Mississippi State College**, Glover Moore, Erwin H. Price; **Missouri State Teachers College (Southwest)**, Robert M. Howe; **University of Missouri**, William G. Stobie; **Mt. Holyoke College**, Elizabeth M. Boyd; **Muskingum College**, Thearle A. Barnhart, Anna J. Closser, Jane R. Hazzard, Sidney K. Shear, William A. Sutton; **University of Nebraska**, Norman H. Cromwell; **University of Nevada**, Charles Duncan, William O. Holmes; **University of New Hampshire**, Harry H. Hall, Howard R. Jones, Lewis C. Swain, David Walter; **New Jersey State Teachers College (Newark)**, James F. Glenn; **New York Medical College**, Alfred Angrist; **New York University**, Raymond I. Maire; **North Carolina College for Negroes**, Hilda Weiss; **Northwestern University**, Ralph B. Baldwin, Leon A. Bosch, Claude Buxton, John F. Calvert, Charlotte A. Colwell, Everett Edmondson, Helmut von Erffa, Smith Freeman, Laurence D. Frizzell, Sanford R. Gifford, Jean H. Hagstrum, Joseph P. Harris, William C. Holbrook, G. Donald Hudson, Ruth W. Jung, Fritz Kaufmann, Edward W. Kimbark, Alvina Krause, Clark G. Kuebler, Maurice B. Lagaard, Curtis D. MacDougall, Stewart Y. McMullen, Horace W. Magoun, Guillermo Mendoza, Moody E. Prior, Karl F. Robinson, J. Howard Schultz, Frederick S. Siebert, Dulany Terrett, Mason E. Wescott, George K. Yacorzynski; **Oberlin College**, John W. Kurtz; **Occidental College**, George W. Zinke; **Ohio State University**, Wilbur C. Batchelor, Paul C. Kitchin, Floyd S. Markham, Stockton Raymond, Dorothy Sumption, Mary Yost; **Ohio University**, Carleton Clakin, James B. Golden; **Ohio Wesleyan University**, Charles J. Tesar; **University of Oklahoma**, J. Kester Svendsen; **University of Omaha**, Mildred Gearhart; **Oregon State College**, Clifford Grobstein; **University of Oregon**, Roy C. Andrews, Lawrence S. Bee, Celestine J. Sullivan, Jr., Franklin D. Walker; **Pennsylvania State College**, Florence E. Taylor; **Pennsylvania State Teachers College (Lock Haven)**, Charles Cox, Kenton F. Vickery, Margaret E. Waldron; **University of Pennsylvania**, John S. Adams, Jr., A. Williams Postel, George O. Seiver; **University of Pittsburgh**, Ruth Smalley; **Princeton University**, Frederick B. Agard, Hereward L. Cooke, Francis R. B. Godolphin, E. Harris Harbison, Hans Jaeger, Malcolm MacLaren, Jr., Whitney J. Oates, Robert R. Palmer, Richard Stillwell, Joseph R. Strayer; **College of Puget Sound**, Arthur L. Frederick; **Purdue University**, John A. Bromer, J. Franklin Carlson, Thomas K. Sanders, Allan A. Smith, George R. Thornton; **Randolph-Macon Woman's College**, Blanche Couëssin, Helen Peak; **Reed College**, Karl Aschenbrenner, Ruth G. Collier; **Ripon College**, Ludwig Freund; **Rockford College**, Helene Magaret; **Rose Polytechnic Institute**, George E. Hansche; **Russell Sage College**, George P. Borglum, George Cole; **St. John's University**, David S. Edgar, Jr., Harold F. Sylvester; **St. Louis University**, Nelson J. Wade; **St. Mary's College (Indiana)**, Sister Miriam Joseph; **San Bernardino Valley Junior College**, Tempe E. Allison; **San Francisco State**

College, Carlo L. Lastrucci; **Santa Barbara State College**, W. Charles Redding; **University of Scranton**, Frank J. O'Hara; **Shurtleff College**, Helen Hilton; **Smith College**, Priscilla P. Van der Poel; **Northern State Teachers College (South Dakota)**, Mary M. Wills; **University of South Dakota**, Einar Leifson, Earle Sparks; **Southwestern Louisiana Institute**, Benjamin Kaplan; **Sul Ross State Teachers College**, Jerome L. Kerby; **Swarthmore College**, Luzern G. Livingston; **Syracuse University**, H. Harrison Clarke, William J. Lloyd, John L. Mothershead, Jr., John H. Shaw; **Temple University**, Walter D. Ferguson; **Agricultural and Mechanical College of Texas**, Harry L. Kidd, Jr.; **Texas Christian University**, James H. Dougherty; **Texas State College for Women**, Marjorie Baltzel, Thurmond L. Morrison; **Texas State Teachers College (East)**, R. Vernon Jones, Earl N. Saucier; **University of Texas**, Alvan L. Chapman; **University of Toledo**, Thomas F. Gibson; **Transylvania College**, Jack R. Bryden; **Tulane University**, Arthur P. Miles, William R. Pabst, Jr.; **University of Tulsa**, Lawrence Benninger, Harold Enlows, Chris P. Keim, Homer J. Smith; **United States Naval Academy**, Harry C. Buchholtz, Raymond E. Kerr, Jr., Paul Miller, John A. Quensé; **Vassar College**, James B. Ross; **Medical College of Virginia**, Archibald H. Fee; **Virginia Polytechnic Institute**, Raymond Nelson; **Virginia State College for Negroes**, Bernardin F. Dabney, Anna E. Owens, Louis H. Schuster, Zatella R. Turner; **Virginia State Teachers College (Farmville)**, Bessie H. Jeter; **Central Washington College of Education**, Cloice E. Myers, Jessie L. Puckett; **University of Washington**, Arthur N. Lorig, Ruth M. Wilson; **Wayne University**, Joseph J. Como, Alfred Nelson, James M. Winfield; **Wellesley College**, Mary E. Prentiss; **West Virginia University**, Eldor Marten; **Westminster College (Pennsylvania)**, C. Dorothy Kirkbride; **Wheaton College (Massachusetts)**, M. Elizabeth Maxfield; **Williams College**, Max Flowers; **University of Wisconsin**, Vernor C. Finch, Robert M. Neal; **University of Wyoming**, Howland H. Bailey, Leslie S. Crawford, Hail Fischer, Edward G. Fisher, John A. Gorman, Grace Irvine, Leon King, Weldon Litsey, Veva Lukin, Hubert McCormick, Howard Spieth, James C. Stratton, Milton Zagel.

### *Junior*

**University of Kansas**, William F. Blair; **Northwestern University**, George F. Brennan; **Virginia State College for Negroes**, Elizabeth M. Anderson. **Not in Accredited Institutional Connection**, Arthur J. O. Anderson (Ph.D., University of Southern California), Portales, N. Mex.; Plumer M. Bailey (M.A., University of Colorado), Portales, N. Mex.; Arvel Branscum (M.A., Texas Technological College), Portales, N. Mex.; Gillian Buchanan (M.A., Columbia University), Portales, N. Mex.; Vena A. Clark (M.S., Iowa State College), Portales, N. Mex.; Alfred Crofts (Ph.D., Stanford University), Portales, N. Mex.; Martin W. Fleck (M.S., University of New Mexico), Portales, N. Mex.; William C. Frishe (M.S., University of Cincinnati), Rochester, Minn.; Howard Hurmence (M.S., Texas Technological College), Portales, N. Mex.; Ivan N. McCollom (Ed.D., Colorado State College of Education), Portales, N. Mex.;

Roy MacKay (Ph.D., University of Michigan), Portales, N. Mex.; Harold E. Mehrens (Ed.D., University of Southern California), Portales, N. Mex.; Horace G. Moore (A.M., Texas Technological College), Portales, N. Mex.; Andrew F. Ogle (Ph.D., Colorado State College of Education), Portales, N. Mex.; W. T. Pickel (M.S., University of California), Portales, N. Mex.; H. Weston Robbins (Graduate work, University of Nebraska), Portales, N. Mex.; Olga Saffry (M.S., Kansas State College), Portales, N. Mex.; Edward W. Slockbower (M.A., Colorado State College of Education), Portales, N. Mex.; Oral M. Williamson (M.S., Kansas State College), Portales, N. Mex.

### Members Elected

The Committee on Admission of Members announces the election of 301 Active and 12 Junior Members as follows:

#### *Active*

Alabama Polytechnic Institute, Francis X. Carberry; Alabama State Teachers College (Troy), Richard Peck; University of Alabama, Harlan D. Clark Joseph Prescott; Allegheny College, Karl J. Lawrence; American University Eugene N. Anderson, James L. McLain, George W. Smith, Louis C. Wheeler, Nadia Wilson, George B. Woods; University of Arizona, Raymond B. Griffiths; University of Arkansas (Medical School), M. J. Carl Allinson, Paul C. Eschweiler; Ball State Teachers College, Elizabeth Meloy, Levi S. Shively; Berea College, Willis W. Fisher, Jerome Hughes; Boston University, Malcolm Agnew; Bowling Green State University, Charles A. Barrell, Morris Hendrickson; Brooklyn College, Flora B. Klug, Solomon Simonson; Polytechnic Institute of Brooklyn, Raymond Ellickson; Brown University, Howard S. Jordan; University of California (Berkeley), William H. Alexander; Centenary College of Louisiana, Mary F. Morwood, William E. Wallace; University of Cincinnati, William C. Boyce, Marion F. Breck, Joseph W. Bunting, Russell Chrysler, Elizabeth Dyer, Harold J. Garber, Katherine Gerstenberger, Chesley M. Hutchings, Alma J. Knauber, Hans P. Liepmann, W. C. Osterbrock, Reuel L. Smith, Jean Winston; The City College (Commerce Center), Lewis Mayers, William I. Pearman, George W. Wilson; Clemson College, James E. Gates; Coe College, Leonard R. Wilson; Colby College, Lowell Q. Haynes, Gordon W. Smith; Colorado State College, Howard Dickey; University of Colorado, Helen B. Borland, Martin Schmidt; Cornell College, Harriet C. Bauerback; Cornell University, McKen Cattell, William W. Hammerschmidt, Millicent L. Hathaway, George T. Washington; Dakota Wesleyan University, Harry G. Alwine, Lester C. Belding, Lois Bird, Katharine Druse, Anson R. Kendall, Donald M. Mackenzie; Denison University, John Turnbull; DePauw University, Howard R. Youse; Florida State College for Women, Florence R. Tryon, Louise R. Witmer; Fordham University (Manhattan), Louis Spadaro; George Washington University, Albert S. Kerr, Donnell B. Young; Georgia School of

Technology, Samuel H. Hopper; **University of Georgia**, Carlton H. Maryott; **Grove City College**, John G. Nesbitt; **Guilford College**, Curt Victorius; **Hastings College**, Margaret I. Knowles; **University of Hawaii**, Willard Wilson; **Hood College**, Katherine A. Clarke, Margaret Keister; **Howard University**, Hildrus A. Poindexter; **University of Idaho**, Evan A. Evans, Jr.; **University of Idaho (Southern Branch)**, Humbert A. Smith; **Illinois State Normal University**, M. Regina Connell, Marie Finger, C. M. Hammerlund, Leslie M. Isted, Marion G. Miller, Burton L. O'Connor, Donald L. Weismann; **Illinois State Normal University (Southern)**, Mary Crawford; **Indiana University**, Francis A. Babione, Lyle C. Bryant, Wallace T. Buckley, Chauncy D. Harris, John F. Mee, Taulman A. Miller, Paul Wagner; **Iowa State College**, Earl O. Heady, Helen Hurlbutt, Eugene G. McKibben, Robert Pearson; **State University of Iowa**, George P. Cuttino, Clyde W. Hart, Goldwin Smith; **John Tarleton Agricultural College**, Charles B. DeWitt; **Judson College**, W. T. Jordan; **Kansas State College**, Elizabeth H. Davis, Harriet S. Parker; **Kansas State Teachers College (Pittsburg)**, Oren A. Barr; **University of Kansas**, W. Rolland Maddox; **Kent State University**, Earl Brown, Edna E. Eisen, William G. Meinke, Mary L. Smallwood; **University of Kentucky**, James F. Hopkins, Maryalys E. Klein, John E. Reeves, Earl R. Young; **Lake Erie College**, Paul L. Richards; **Lincoln University (Missouri)**, Regina M. Goff; **MacMurray College for Women**, Anna F. Gamper, James Russell; **Marietta College**, Raymond Guthrie; **University of Maryland**, Robert O. Wickersham; **University of Miami**, Alan Collins, William J. Hester, Lewis Leary, Walter S. Mason, Jr., Charles F. X. O'Brien, J. Riis Owre, Charles D. Tharp; **Michigan State Normal College**, Martha E. Curtis, Rachel Uhvits, Harry T. Wood; **University of Michigan**, William L. Ayres; **Middlebury College**, Benjamin H. Beck; **Mills College**, Bernhard Blume, Herbert W. Graham, George P. Hedley, Margaret Prall, L. Louise Stephens; **University of Minnesota**, George O. Pierce, Tracy F. Tyler; **Monmouth College**, E. Raymond Boot, Heimo A. Loya, Auley A. McAuley; **Mount Holyoke College**, Pattie J. Groves; **Mundelein College**, Robert J. Niess; **Nebraska State Teachers College (Wayne)**, Mary F. Brinton; **University of Nebraska**, Theodore Jorgensen; **University of New Hampshire**, Charles G. Dobrovolny, Gregory K. Hartmann; **New Mexico State College**, Rudolph D. Delehanty, Morrison Loewenstein, Clara Ridder; **New York Medical College**, Earl W. Count, Louis B. Dotti, Thomas H. McGavack, Mary B. Stark, William E. Youland; **New York University**, Frederick W. Doermann; **Woman's College of the University of North Carolina**, May D. Bush, T. James Crawford, Marion Stanland; **Northeastern University**, R. Lawrence Capon; **Ohio State University**, Perry P. Denune, J. Raymond Derby, Roy A. Doty, Bert Emsley, James S. Karslake, Hugh S. Means, Elbert R. Moses, Jr., Donald W. Riley, Ceph L. Stephens, R. T. Stevens, Edward C. Welsh; **Ohio Wesleyan University**, Florence S. Avery, George E. Gauthier, Romine G. Hamilton, George W. Hollister, George L. Hull, Paul Huser, J. Allen Hynek, John P. Lutz, Goldie McCue, Gladys McVay, Savilla Mangun; **University of Oklahoma**, William D. Collings, Mary DeBardeleben, Fritz

Frauchiger; **University of Omaha**, John W. Lucas; **Oregon State College**, Arthur Adrian, Robert L. Maurer, Fred H. Young; **Pennsylvania College for Women**, Eleanor J. Graham; **Pikeville College**, James-Wylie Curtis; **Randolph-Macon Woman's College**, Helen M. Mustard; **Reed College**, L. Louise Johnson, Robert A. Rosenbaum, Robert P. Terrill; **Riverside Junior College**, Julius K. Richards; **Russell Sage College**, Wendell O. Metcalf, George-William Smith; **St. John's University**, John J. Lorentz, John F. McGlynn, Francis X. McKeon, Joseph R. Roe, Joseph F. Sinzer; **San Bernardino Valley Junior College**, James V. Harvey; **Scripps College**, Cynthia Sory; **Seton Hall College**, Edward F. Grier, George Kummer, Rita M. Murphy, Louis Rouch, Harrison G. Stermer, James P. Walsh; **Shepherd State Teachers College**, Blanche E. Price; **Smith College**, Helen W. Randall; **Stephens College**, Robert Burgess, Marjorie Carpenter, Louise Dudley, Jane Forté, Thomas K. Hitch, Eugene F. Irely, Marjorie C. Johnston, Toimi Kyllonen, Dorothy Martin, James E. Mendenhall, Paul W. Paustian, Carl Rexwad, William C. Van Deventer, John A. Waite, David P. Whitehill, Wesley Wiksell, Nesta L. Williams; **Stout Institute**, Frank L. Huntley; **Syracuse University**, Thomas J. McCormick; **Tarkio College**, Gerald E. Cole; **Temple University**, Frances B. Bowers, Vincent Jones; **University of Tennessee**, T. Levion Howard; **Agricultural and Mechanical College of Texas**, Samuel M. Greenberg, Kenneth Spaulding; **Texas State College for Women**, Elsie S. Jenison; **Texas Technological College**, Ray C. Mowery, J. D. Strickland, Thomas F. Wiesen; **University of Texas**, Clyde J. Garrett, Albert O. Singleton; **University of Toledo**, John H. Kempster; **Transylvania College**, Leonidas R. Dingus, Walter B. Greenwood, Winona S. Jones, J. L. Legget, George V. Moore, V. F. Payne, James M. Saunders, Harvey A. Wright; **Tulane University**, Lillian E. Reed, Mary F. Tenney; **United States Naval Academy**, Willard E. Bleick; **University of Utah**, Elmer R. Smith; **Vanderbilt University**, Edgar H. Duncan; **Medical College of Virginia**, Fritz J. von Gutfeld; **Virginia State College for Negroes**, Grace W. Carry, Everett F. Davies; **Washburn College**, Margaret O'Briant; **Central Washington College of Education**, Mabel T. Anderson; **State College of Washington**, Lucretia Battles, Anne Corcoran, Vera Greaves; **Washington University**, Oscar C. Orman; **University of Washington**, Henrietta M. Adams, Thomas I. Cook, Ernest D. Engel, Forest J. Goodrich, James M. McConahey, Donald H. Mackenzie, Howard L. Nostrand, Rex J. Robinson; **Wells College**, Alan Downer, Florence McClure, Martin Scheerer; **Wesleyan University**, Paul B. Taylor; **West Virginia University**, Albert Abel; **Westminster College (Pennsylvania)**, Walter Biberich, Russell N. Cansler, Edward A. Metcalf; **Wheaton College (Massachusetts)**, Marion V. Hendrickson, Julia Jacoby, Hedda Korsch, Dorothy N. Pond; **Williams College**, A. E. Benfield, William H. Pierson, Jr., Francis R. Walton; **University of Wisconsin**, Russell W. Cumley, Margaret N. H'Doubler, Joseph O. Hirschfelder, Erwin R. Schmidt; **University of Wyoming**, Carl F. Arnold; **Yankton College**, Rosamond Burgi, Gregg M. Evans, Harry Savage.

*Transfers from Junior to Active*

Columbia University, Leon Feraru; Temple University, Raymond Hendrickson.

*Junior*

University of Buffalo, James E. Peelle; The City College (Commerce Center), Bart R. Panettiere; New Jersey State Teachers College (Montclair), Joseph C. Trainor; New York University, Richard Brun; Ohio State University, LeRoy C. Ferguson, Jack Matthews; Western Reserve University, Frederick S. Lautner; Williams College, James R. Hooper, Jr., Charles F. Spiltoir, Jr.; Yale University, Alfred Levin; Not in Accredited Institutional Connection, Norman Green (Graduate work, Syracuse University), Shawnee, Okla.; Stuart Pratt (Mus.M., Syracuse University), Elon College, N. C.